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# CALIFORNIA TEACHERS' QUARTERLY

Containing Second  
Installment of the  
Proceedings of the  
Fortieth Annual Meeting  
of the  
CALIFORNIA  
TEACHERS'  
ASSOCIATION  
held at  
FRESNO,  
Dec. 26, 27, 28, 29, 1906

JUNE, 1907.

*The* CALIFORNIA TEACHERS' ASSOCIATION,  Publishers.

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# California Teachers' Quarterly



Containing the Second Installment  
of the Proceedings of the

**FORTIETH ANNUAL MEETING**

of the

**California Teachers' Association**

held at

**Fresno, December 26, 27, 28, 29, 1906.**

**JUNE, 1907.**

Published by the California Teachers' Association.

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President.....C. C. Van Liew.....Chico  
Vice-President.....D. H. White.....Fairfield  
Vice-President.....A. H. McDonald.....San Francisco  
Secretary... ..Mrs. M. M. Fitz-Gerald.....San Francisco  
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#### Terms expire December, 1908.

C. L. McLane.....Fresno  
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#### Terms expire December, 1907.

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# California Teachers' Association

## Council of Education.

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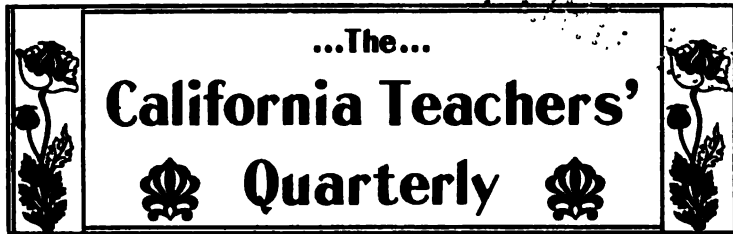
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#### Terms expire 1911.

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R. D. Faulkner.....San Francisco    Jos. O'Connor.....San Francisco  
C. H. Walker.....Hanford    Henry Suzzallo.....Stanford  
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Published Quarterly.  
Board of Directors, Editors. State Normal School, San Jose, Cal.  
VOL. 1. Subscription Price, \$1.00 per Year. No. 2.  
Application has been made for entry as Second-class Mail Matter.

*JUNE, 1907.*

## Announcements.

THE California State Teachers' Association will hold its Forty-first Annual Meeting at Santa Cruz, from December 30, 1907, to January 5, 1908.

The Santa Cruz Board of Trade has graciously agreed to provide for all the needs of the Convention.

One of the main features will be the opening of the Sea Beach Hotel for the convenience and accommodation of the members of the Association.

The new Casino on the beach will be the principal place for holding the various meetings. This building contains a large auditorium for holding the General Sessions, and several smaller halls for Department Sessions. The hall at the Sea Beach Hotel nearby will also be available for convention and reception purposes.

In addition to the above the Board of Trade will furnish two halls, each of which will accommodate five-hundred persons, and six smaller halls. So all of the needs of the Association along this line are amply provided for.

They will generously donate the use of the above, with all necessary service, such as lights, etc., free to the Association.

Souvenir badges of admission and programs will also be supplied by the Board.

A full brass band will be at the service of the Association. For the entertainment of the visiting teachers there will be a grand reception and ball. Various trolley rides over the new electric system, excursions on the bay, and a railroad trip up the San Lorenzo to the Big Trees will furnish other opportunities for recreation.

The President of the Association is in communication with prominent educators in the East, and the best available talent will be secured for the professional work of the Association.

From present prospects, the Santa Cruz meeting promises to be one of the most successful ever held.

## General Program.

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### The Juvenile Court.

By Curtis D. Wilbur, Judge of the Superior Court, Los Angeles.

I may as well begin by saying that the purpose of the Juvenile Court is to keep from putting the boys and girls who are inclined to be wayward, into jails where they will come in contact with hardened criminals. This system has assumed immense importance. Such countries as France, Germany, Australia, Sweden and England have sent commissioners to the United States to learn about the workings of this system. It is one that can be easily established. In every county that has a Superior Judge, that judge is given authority by the law to act as a Juvenile Court Judge. In a city where there is more than one Superior Judge, one of their number is selected to take charge of this work, and in Los Angeles the work fell to me. Last night Dr. Cook told you that the new idea in education was the consideration of what is best for the child. A boy who broke into a store and stole only a package of gum, formerly had to be tried, and, if convicted, sent to the penitentiary, there to be associated with criminals of the lowest types, so that when he had finished serving his sentence he would come out not a reformed man, but a confirmed criminal. Think of the old English law which commanded that a boy caught stealing should die on the gallows! Youthful life was thus sacrificed, which might have been turned into useful channels if the boy had been taken and corrected and not sentenced to death.

Happily three years ago there was a law in this State which provided for the establishment of Juvenile Courts, and while I am speaking about laws, I should like to say that one of the most unjust laws at present on our statute books is that which makes the girls independent of their parents at the age of eighteen. It means that when a girl reaches that age she can enter a house of ill-repute if she so desires, and snap her fingers in her parents' faces. Many is the time that I have listened to mothers who were pleading with me for advice about their daughters who were running the streets until late hours at night in company with lecherous young men, and

what could I tell them? The only thing that I could say was that they ought to try to use moral suasion. Some day I hope to see this statute repealed, and in its place, a law providing for the girl reaching the independent state at the age of twenty-one. Already there has been a step in this direction. A girl can now be sent to the reform school until she is twenty-one.

Let me tell you how we proceed in Los Angeles with our Juvenile Court: There are three classes of children that we have to deal with—those who admit crime that they are charged with, those who deny it and those who have committed a second offense after having been adjudicated the ward of the Court. Another distinction is also made—those who commit crimes which would mean imprisonment if they were adults, are called delinquents, and those whose home surroundings are wretched, are called dependents.

In Los Angeles when a boy with criminal intent is brought to our attention, he is cited to appear with his parents. The work of citing him to appear is done by probation officers, of whom we have four. The boy is then made a ward of the court and remains until his majority. At present Fresno is the only town in the State that has a parental school, but Los Angeles at the present time has \$40,000 in the County Treasury with which to build one, and I may say that parents sometimes are as badly in need of a place of detention as are the children. We have truant schools, of course. There are two of these where these boys are put. These schools, I am told by Dr. Moore, have greatly increased the attendance of the other public schools in the city. And that is the very best object we are striving for. What counts in a school of this kind is a teacher with a controlling force. Near Los Angeles there is a certain Mrs. Linden who is in control of a home for truant boys, and I will tell you of an incident which illustrates the kind of teachers that are needed in these schools. There was a young boy who had a propensity for running away. Every time he saw his parents or teachers he would run away. Finally he was brought to this school presided over by Mrs. Linden. He had not been there but a few minutes when he decided to run away. He had hardly got out of the gate when he found that he was pursued by eleven boys of the school. He was caught and brought back. A second time he tried and with the same result, and still a third time he tried and found that these same eleven boys were on his trail. This sort of teacher who understands boys so thoroughly that she knows how to make them obedient and instill into them principles of right and justice, can accomplish a remarkable amount of good.

The elasticity of the Juvenile Court law permits the Judge



to take children from their own home and place them in another. The purpose of this is to get the child away from the evil influences that beset him at home. I have had occasion to investigate the influence that the home life of parents has upon the development of their children and I have found some squalid examples of this.

Boys and girls should be instructed in regard to the matters pertaining to sex. This instruction has always been said to come under the jurisdiction of the parents, but when the parents do not perform this duty, somebody must do it for them. I have come in contact with young children who could give the inhabitants of Sodom and Gomorra pointers in their knowledge of sin.

It is now possible for the Juvenile Court to place adults committing a crime on probation. These men are, of course, watched by probation officers. They are some of the most useful men we have, and I hope that the legislature will soon pass a law appointing a probation officer in every town.

And now, in closing, I will read ten reasons why a boy does wrong, written by one of the boys in the truant schools: First, a boy does wrong because he does not realize the thing; second, a boy does wrong when somebody leads him; third, a boy does wrong when he does not mean to; fourth, a boy does wrong and thinks it fun; fifth, a boy does wrong and thinks he won't get caught; sixth, a boy does wrong just to be smart; seventh, a boy does wrong to get out of another wrong he has done; eighth, a boy does wrong to get what he wants; ninth, a boy does wrong to do a thing; tenth, a boy would not do wrong if he knew what it meant.

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## **Trade Routes and Civilization.**

Dr. J. W. Redway, F. R. G. S.

**I**N discussing the development of trade routes, Dr. Redway began with the roads of commerce which lead from Venice and Genoa in the middle ages and led up to the building of the Panama Canal, and pointed out that commercial history of the Pacific Coast would from now on be intermingled with the commercial history of the Orient. The formation of the Northern Securities, he said, was popularly supposed to have resulted from a bitter fight between two great railroad systems, but the truth was that the company was organized to fight for the trade of the Orient.

In the beginning, Dr. Redway gave a general outline of the

trade routes in Europe prior to their being blockaded by the Turk and Saracens. Venice and Genoa at that time were the terminals of these trade routes, but after the Saracens sought to close the routes these cities did not figure in the commerce of the world to any great extent. All energy was then bent on finding a new trade route to the Orient, which the Turkish corsairs and mercenaries could not blockade. It was at this time that Prince Henry of Portugal, commonly styled the navigator, founded his school in Portugal to teach the science of navigation. To this school flocked all the brightest master mariners in Europe. At this time it was generally believed that Africa was a peninsula and so one after another of the men of Prince Henry's school forced a passage along the coast of Africa until finally Bartholomew Diaz sighted what is now known as the Cape of Good Hope. Being nearly wrecked in a cyclone, he got back to Lisbon in distress. He named this famous cape "Cape Furious." A few years afterward Vasco de Gama rounded the cape, and when he cast anchor his ship was at the port of Calico. The effect of this discovery was not tremendous. Instead of concentrating the commerce in Venice and Genoa, the centre of commerce jumped up around to the Baltic Sea. Little by little, as commerce grew, the power of the feudal lord disappeared, and when, after the smoke of battle had passed away on the dismantled foundations of the feudal castle, there had grown up the greatest epoch in commerce that ever existed in the world.

The chief result was the lifting of all the western Europe from a very low plane of civilization to a much higher one. Another effect of the change effected in the trade route of Europe was the Spanish development of commerce in the American continent.

The speaker then showed the manner in which the building up of the Erie canal along the lowest level between the Mississippi Valley and the Atlantic seaboard had reduced the cost of transportation of wheat from \$1.10 per bushel to less than 40 cents. It is now about 5 cents, he said. Dr. Redway continued by saying that the opening of this territory and completion of the canal gave a return cargo to vessels in the American trade before which they had loaded at Philadelphia with sand and gravel for ballast and then dumped it upon the Goodwin shoals. The effect of the return cargo drew away the commerce which had grown at Philadelphia to New York bay and made the city of New York the metropolis of the country. The topography of the Mohawk valley is such that traffic between Buffalo and the seaboard is lifted less than 500 feet. Over the Appalachian mountains it must be lifted nearly 5,000 feet. It is the topography of the country that makes a great trade route, and it is the topography which

sets a price upon the freight carriage between Chicago and tidewater.

The speaker next described the growth of trade routes across the United States which resulted in the formation of the Northern Securities Company. This, the speaker said, was popularly looked upon as a fight between two rival railroad systems, but was in reality a battle with the Suez canal for the control of the Oriental commerce. The battle, continued the speaker, is practically won, and the route across the continent and out of the Pacific Coast ports has proven quicker and cheaper for high-class freights than the route by way of the Suez canal.

The completion of the Panama canal also opens a route which will probably be the most important trade route in modern times. When it is completed it will prove to be of the utmost importance to the Pacific Coast ports. The volume of business going this way will find a cheaper and easier route than by way of the Suez canal. Moreover, there is one fact with which the people of the Pacific Coast must deal for the first time in their existence, namely, that of contact with the Asiatic competition.

China and the United States are to-day, he said, the only countries in the world which are self-supporting within their own boundaries. The resources of coal and iron in each are great. China is now beginning on the same period of development that the United States began upon in 1864. Within a few years her territory will be gridironed with railroads. With her coal and iron she will become next to the United States, the chief factor in the world's commerce and manufactures, and it is a study of problems of this sort that boys and girls of the Pacific Coast will be called upon to face when they reach the age at which they will assume control of this country.

## **Council of Education.**

**E. Morris Cox, Pres.**

**J. W. McClymonds, Sec.**

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### **Minutes of the Proceedings.**

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A meeting of the Council of Education was held in the Court Rooms, Fresno, Wednesday morning, December 26, 1906.

Present — Dr. Frederic Burk, C. E. Keyes, Thomas Downey, R. D. Faulkner, Joseph O'Connor, Robert Furlong, Miss Kate Ames, Dr. F. B. Dresslar, Dr. C. C. Van Liew, W. B. Howard, J. W. McClymonds, Dr. H. M. Bland, Dr. S. T. Black, Dr. M. E. Dailey, James A. Barr, and President E. M. Cox.

The minutes of the meeting held April 6, 1906, were read and approved as recorded.

Mr. C. E. Rugh read a paper on "Moral Instruction in the Public Schools." The paper was discussed by Dr. F. B. Dresslar, Dr. H. M. Bland of the San Jose Normal, and Supt. Kate Ames of Napa.

J. H. Francis, of the Polytechnic High School of Los Angeles, spoke on "How the Efficiency of the High School May Be Increased." Dr. Frederic Burk of the San Francisco Normal School discussed the paper.

During the afternoon session President M. E. Dailey of the San Jose Normal spoke of needed emphasis being placed on the Code of Professional Ethics.

Superintendent James A. Barr of Stockton read a paper on "The Reasons Why Men Are Leaving School Work, and Some Remedies for the Same." On motion, it was decided to request the State Teachers' Association to instruct the Executive Committee of the same to have this paper printed and distributed among the people of the State. R. D. Faulkner and President S. T. Black discussed the paper.

Superintendent J. W. McClymonds of Oakland submitted a report on the changes recommended at the biennial meeting of superintendents held lately in San Diego. This report was referred to the Committee on School Legislation of the State Teachers' Association.

E. Morris Cox was elected President and J. W. McClymonds Secretary of the Council for the ensuing year.

The following is a program of the Council:

WEDNESDAY FORENOON.

Sessions in Room 2, Superior Court, Court House.

9:30—Moral Instruction in the Public Schools—C. E. Rugh of Berkeley.

Discussion:

Dr. F. B. Dresslar, University of California.

Dr. E. C. Moore, Los Angeles.

Dr. H. M. Bland, San Jose Normal.

Supt. Kate Ames, Napa.

11:00—How the Efficiency of the High School May Be Increased—J. H. Francis of Los Angeles.

Discussion:

T. L. Heaton, San Francisco.

Dr. Frederic Burk, San Francisco Normal.

P. M. Fisher, Oakland.

Dr. O. P. Jenkins, Stanford University.

WEDNESDAY AFTERNOON.

2:00—Amendments and Additions to Our Code of Professional Ethics—President M. E. Dailey, San Jose Normal.

Discussion:

Dr. Thomas Downey, Modesto.

Dr. C. C. Van Liew, Chico.

Mr. C. E. Keyes, Oakland.

Supt. Minnie Coulter, Santa Rosa.

2:45—The Reasons Why Men Are Leaving School Work and Some Remedies for the Same—Supt. James A. Barr of Stockton.

Discussion:

R. D. Faulkner, San Francisco.

Pres. S. T. Black, San Diego Normal.

E. I. Miller, Chico.

Charles L. Biedenbach, Berkeley.

3:45—Desirable Changes in the School Laws—Supt. J. W. McClymonds of Oakland.

Discussion:

Supt. S. D. Waterman, Berkeley.

Dr. E. P. Cubberley, Stanford University.

Supt. Edward Hyatt, Riverside.

Supt. O. W. Erlewine, Sacramento.

## **The Reasons Why Men Are Leaving School Work and Some Remedies for the Same.**

By Jas. A. Barr, City Superintendent of Schools, Stockton, Cal.

**T**HE fact that men are leaving school work, the reasons why they are leaving, and the remedy, are all so self-evident that any inquiry into the subject would seem to be somewhat superfluous. However, as the solution of the problem of more men and of better men in the schools depends largely upon the attitude of the general public toward taxation and revenue it is barely possible that a discussion of the question may result in good.

In order to secure a broader basis for discussion than the preconceived ideas of the writer could possibly be, the following circular was sent to each County and City Superintendent of Schools in California, to the Normal Schools and Universities, and to representative men and women in other callings, including legislators, editors, clergymen, lawyers, mechanics, etc., the circular also being sent to the State Superintendent of Schools in each State:

STOCKTON, CAL., Dec. 3, 1906.

*To Superintendents and Others interested in the Schools of California:*

Men are leaving the profession. The number of male teachers entering upon the work grows smaller from year to year. Of the 6038 graduates of the State Normal Schools up to 1904, but 681 were men. Of every 100 teachers in the primary and grammar schools of the State but twelve are men. While admitting the great work that women have done for the schools of the State and Nation, it seems to be the general opinion that the schools would be bettered by having a larger proportion of male teachers.

At the Fresno meeting of the California Teachers' Association one of the topics for discussion will be "The Reason Why Men Are Leaving School Work, and Some Remedies for the Same." To make this discussion of value, it is most desirable that it should be based on conditions as seen by educational leaders in all parts of the State.

You are most earnestly requested to send at the earliest possible moment your views on the questions submitted below. Thanking you for your co-operation in this matter, I am, fraternally yours,

JAMES A. BARR.

1. Is the proportion of male teachers growing less in your county or city? If so, why?
2. In your judgment would your schools be bettered by a larger proportion of male teachers? Why?
3. How may more men be induced to enter the profession?

*1.—Is the Proportion of Male Teachers Growing Less?  
If so, Why?*

The percentage of male teachers in the United States has been steadily decreasing for many years. This decrease has been especially noticeable in California, the land of opportunity for practically all other occupations.

HERE ARE THE FACTS.

The following table shows the per cent. of male teachers to the total number of teachers in the elementary and high schools of the United States and of California in various years.

	United States.	California.
1871.....	41	40
1880.....	42.8	33.6
1890.....	34.5	21.4
1900.....	29.9	17.8
1904.....	25	15

The following table shows the rapid decrease in the number of male teachers in the elementary and high schools of the United States since 1898 and the even more rapid increase in the number of women teachers:

	Men.	Women.	Total.
1898.....	132,257	278,556	410,813
1899.....	131,793	283,867	415,660
1900.....	127,529	293,759	421,288
1901.....	123,941	306,063	430,004
1902.....	122,392	317,204	439,596
1903.....	117,035	332,252	449,287
1904.....	113,744	341,498	455,242
1905.....	111,195	348,532	459,727

A TOBOGGAN SLIDE.

In commenting on these facts, which were kindly forwarded by United States Commissioner of Education Elmer E. Brown, Dr. Brown says: "Since the year 1898, the actual number as well as the percentage of male teachers in this country has been declining, and since 1902 that decline has been very suggestive of a toboggan slide."

The following interesting summary of the rate at which men are being eliminated from the schools of the nation is culled from a letter received from George P. Brown, editor of *School and Home Education*:

"The decrease in the number of male teachers in the nation during the last six years has been 17,463, or an average of 2910 per year. In



the last four years the decrease has been 12,094, an average of 3023 per year.

"During the same periods the women teachers have increased in number 38,433 during the last six years, an average of 6405 per year. And during the last four years 35,418, or an average of 8854 per year. The proportion of male to female teachers in 1900 was two to five; in 1904 it was a little less than one to three. Six years ago it was nearly one to two. The question of a growing decrease in the nation in the ratio of male to female teachers is thus made very apparent."

#### THE FACTS FOR CALIFORNIA.

From 1899 to 1906 the number of male teachers in the elementary schools of California decreased from 1137 to 887, a decrease of nearly 23 per cent. During the same period the number of women teachers increased from 5806 to 7195, a gain of 24 per cent.

During these same years the number of male teachers in the High Schools of the State increased from 259 to 445, a gain of 72 per cent., while the number of women teachers increased from 236 to 692, a gain of 193 per cent. It is interesting to note that with an increase of 41,542 pupils in the elementary schools of California since 1899 the number of male teachers has decreased by 250. Perhaps nothing better shows the thin veneering of the masculine element in the elementary schools of the State than the fact that there is but one male teacher in the schools to each 333 pupils enrolled.

#### THE DECREASE MORE PRONOUNCED.

That this rapid decrease in the number and in the percentage of male teachers has become even more pronounced in both State and nation during the past two years is clearly shown by the replies received in answer to the circulars sent out. Returns from thirty-five States show that, with but one exception, the number of male teachers is still decreasing. While noting a marked decrease in the number of male teachers in the elementary schools, one correspondent says that the number of male teachers in the High Schools of his State has increased 40 per cent. in ten years, the following comment being made in explanation: "The number of male High School teachers has been increasing in this State on account of a demand for more virility in these institutions."

#### IN CALIFORNIA CITIES AND COUNTIES.

In answer to the question, "Is the proportion of male teachers growing less in your county or city?" one County Superintendent of Schools in California reports the number of male and women teachers about the same; five report a slight

increase in the proportion of male teachers; other counties report a decrease. Of twenty-two California cities and towns heard from four report the proportion about the same; five report a small increase in the proportion of male teachers; thirteen report a decrease.

LOW SALARIES THE LEADING CAUSE.

It is a significant fact that of 223 replies received in answer to the circulars sent out 214 gave low salaries as one of the principal reasons for the rapid decrease in the number of male teachers in the public schools. The salary question was brought to the front by the laymen even more than by those connected with the schools. In fact, many letters from those outside the school circle wondered how the proportion of male teachers could be as large as it is at the salaries paid.

SOME OTHER REASONS.

Among the reasons given for the decrease in the number and percentage of male teachers in various typical communities the following may be noted:

"General living expenses are increasing."

"Teaching is being considered more and more as women's work."

"Men can command better salaries in almost any other calling."

"The opportunity for promotion is not great enough."

"Absolute inability to get good male teachers at prevailing salaries."

"Men must provide for families."

"Lack of inducement in the way of permanency."

"Insecurity of position."

"The lack of a permanent home is one of the chief reasons why men with families leave the profession."

"Salaries are paid during the school year only. Men take up other work during the long vacation and in many cases quit teaching."

"Successful experience brings no reward either in money or continuity of position."

"Men teachers can make more money in other lines of work requiring the same talent and application."

"Men with families can barely exist, much less save anything for old age."

"Not enough salary to justify men to be idle a part of the year and to risk the precarious tenure of office as the schools are now regulated."

"It seems evident to me that the chief reason for this difference is the inadequate salaries paid to men, and the evident

disposition to dismiss them from service as they pass the meridian of life. Men must earn enough to support a family, which is only partly true of women. It seems that the salaries for which women will teach will determine more and more the salaries paid to men."

"Though it has been a great thing for the extremes of society—the large manufacturer and the hodcarrier—the 'national prosperity' has nearly killed off the teacher. A former successful teacher recently said to me: 'I am making in business twice what I did in teaching.' Any man of sufficient ability to be a first-class teacher can make twice as much money in business; salaries are in no proportion to the cost of living."

"Mainly because there are so large a number of women applicants of a high grade and so few men of the same grade. This is probably due to the fact that men have proportionately fewer inducements and women proportionately greater than in any other line of work."

"The reason I take it is economic. Woman can work for less than man, because she is as a class not wholly dependent on her own personal effort—she is helped and protected by male relatives (many exceptions, of course)."

"The opportunities are not such as commend themselves to strong young men. A good man must have the spirit of the missionary to devote himself to the profession of teaching. Women crowd out the weaklings; perhaps this is better; but tends to make teaching a women's profession and so deters men. The community is not vitally interested in teachers as a whole, but only in the particular teacher who is in charge of a particular Tommy or Susan."

"The reason for the decrease in the number of men employed is found, I think, in the fact that they have found it to their advantage to engage in other occupations. Many who were formerly teachers are now employed as motormen and conductors on interurban lines of railway or on rural delivery routes."

"General prosperity, with better inducements in other lines (1) for gaining a livelihood; (2) for progress and promotion; (3) for independence; (4) for establishing oneself in a definite location with something akin to a fixed home life."

"The new High School requirements bid fair to eliminate men entirely."

#### A NEW YORKER'S OPINION.

Dr. A. S. Draper, State Commissioner for New York, says:

"The proportion of male teachers is growing less in this State. I cannot undertake to give all the reasons, but one reason appears in the

industrial activity. Men find ready employment in other lines than teaching, and, ordinarily, at better compensation. This is particularly true just now in engineering lines and in the constructive industries. Very likely many young men feel that there is greater promise, and perhaps greater dignity, in other work than teaching. Very likely the colleges, too, may be at fault. I am not sure but that the prevailing educational theory of the country is somewhat at fault. All our common impulses in an advanced college are pretty strongly in the direction of everything else than teaching for ambitious men. This is coming to be somewhat true for ambitious women."

PRESIDENT WHEELER'S VIEW.

President Wheeler of the University of California wrote as follows in answer to the first question:

"The proportion of male teachers seems to be growing rapidly less in California. The reason is, undoubtedly, that other professions and activities offer men vastly greater rewards. The position of a school teacher is, furthermore, not regarded with the respect in the community that it should be. I confess that this is in part due to the character of the men who teach, but the thing works in a circle. Low rewards secure second rate men, and second rate men lower the standing of the profession. There can be no possible doubt that the profession of teaching has gone sensibly backward in the last ten years all over the country. The supply of women is a good deal better than ten years ago, probably because there are more college-trained women available for the profession."

*2. In your judgment, would the schools be bettered by a larger proportion of male teachers? Why?*

Men, women, school officials, laymen, voiced a general demand for more men in the schools. This demand was practically unanimous in the 223 letters received in answer to the circular sent out. In many letters the demand was specifically for manly men, "not for mere boys and not for ossified derelects." Many leaders, both in and out of the schools, felt that one of the great questions facing the people, not only of California but of the entire nation, was that of "the overfeminization of the schools."

Without exception the many letters received spoke in the highest terms of women as teachers; all conceded that in America women must predominate in numbers in the school-room; but practically all held that more men were needed in the grammar grades and in the High Schools.

Many held that the problem of holding the boys in school would be largely solved by a larger proportion of strong men.

Many pointed out that the school life, like the home life, needed both the masculine and the feminine elements to secure the best results, or, as one Superintendent put it: "In the home, children are under the tuition of father and mother; in the school both the child and the subject suffer if this parity is greatly disturbed."

Another Superintendent put the thought in this way. "In the life training of every child there should be, at least, nearly as much of the masculine element as the feminine. Nature has willed it so, in the home, and in all other relations of life."

#### WHY MORE MEN ARE NEEDED.

The following are a few of the many reasons given for wanting a larger proportion of male teachers:

"Outside of the home man is the dominant factor in world affairs; hence our boys and girls should view the problems of life from a man's standpoint."

"Association with women entirely tends to make the boys effeminate."

"The children are losing the elements of character as seen from a man's viewpoint."

"Other things being equal, men are better teachers; they see things in a broader way; they are not concerned with trifles; their lives are more in touch with the activities of life; the school life with them is not such a fictitious thing as with most women; they are more interested in the things that interest boys and girls. Children need to come more in contact with the masculine mind. Men's ideas of discipline are generally better than women's. Of course, I mean strong, virile men, not the weaklings who take to teaching as an easy way to earn a poor living, and who, perhaps, would fail at most other professions."

"The schools need men teachers for the same reason that the children of a family need the influence and guidance of a father."

"I believe more boys would remain in the public schools till graduation if there were more men teachers to advise and sympathize with the boy point of view. Women are good for children and for some phases of adolescence; but large boys want to come in contact with men. Moreover, I believe that even girls are better off if a part of their education is secured from men teachers. I believe, also, the presence of more men in the schools would influence the course of study."

#### BOB BURDETTE'S OPINION.

"Boys need a teacher," says Robert J. Burdette, "somewhere along the course of their education, who has once been a boy. This rule bars all women and some men."

#### GOVERNOR PARDEE'S IDEAS.

Governor George C. Pardee answered the question thus:

"Because boys of 14 to 15 years need and like men teachers, who are able to enter into boy life better than women. Everything in reason should be done to keep our children in school. Therefore men teachers, being able to make school life more attractive to the boys, should be employed."

INFLUENCE ON CHARACTER.

"I think it extremely desirable," says Dr. Elmer E. Brown, "that the proportion of male teachers in the schools should be higher than it is at the present time, in order that the influences at work for the making of the American character in the schools may more fairly represent, and in due proportion, the better influences at work in American Society as a whole."

WHEELER WANTS MORE MEN.

President Wheeler gave this answer to the question:

"There ought to be a larger proportion of male teachers in our High Schools. A High School in which anything less than a majority of the teachers is on the male side is a wrong to education. We ought not to put boys over 13 years of age under charge of women. They need the impression of virility, personal strength, and creative capacity that they get from a strong man. A boy over 13 years of age is likely to lose his respect for the schools if they are represented to him exclusively and predominatingly in the person of women."

A LOS ANGELES VIEW.

President Millsbaugh of the Los Angeles Normal School voices the following sentiment:

"I beg to state that in my judgment one of the most serious social problems of the day is that which grows out of the practical removal of men from the teaching body. When it shall be true that the children of a family do not need the combined influence of father and mother in their rearing, we shall understand that it is possible to turn the schools over to women exclusively without resulting injury. I believe our schools will fail to accomplish even reasonably desired results with adolescents if society persists in its present custom of turning the work of teaching youth over to women exclusively."

3. *How may more men be induced to enter the profession?*

Robert J. Burdette solved the question with his characteristic philosophy by saying: "By paying men board wages to begin with, adding clothes later on, and giving a man some assurance that he could increase in value with years and experience."

In a more sober vein Edward F. Adams of the San Francisco Chronicle would solve the problem "by making it a mod-

est career assuring a modest livelihood in a continuous place of residence, with a chance for a home of his own in which he can rear a family—as in Germany. There is no other way to get the right kind of men—and women are better than the wrong kind."

Editor George P. Brown of School and Home Education offers the following solution:

"Men will come in rather than go out of the profession when the remuneration is sufficient for the expenses of the life which society expects them to live, plus something more, and when they are not turned out of employment at the age when men in other professions are the most valuable."

#### VARIOUS OPINIONS.

Senator B. W. Hahn of Pasadena would induce more men to enter the profession by offering "better salaries and a better chance for advancement," while Assemblyman A. M. Drew of Fresno would solve the problem "by an increase in salaries commensurate with the ability and training demanded."

Deputy Superintendent T. L. Heaton of San Francisco suggests the following:

- 1.—Better tenure.
- 2.—Selection on merit.
- 3.—Larger salary.
- 4.—Age or disability pensions.

Dr. Elmer E. Brown, United States Commissioner of Education, says:

"By larger salaries, greater opportunity for expert work in education, requiring a high grade of professional training, and schools for professional training which shall be rich in ideas and in knowledge, and thereby make strongly for the self-respect of the professional students who attend them."

Superintendent C. C. Hill of Palo Alto makes this interesting comment on the subject under discussion:

"A man might individually be willing to be a philanthropist and take the consequences, the vows of poverty; but he has no right to do so if he has a family dependent upon him. A university professor said recently: 'College professorships are rapidly becoming positions for celibates. A man of family cannot afford the luxury of holding such a position.'"

Professor A. F. Lange of the Department of Education of the University of California, would induce men to enter the profession:



*Reasons Why Men are Leaving School Work.* 25

1—"By diminishing the competition of the unfit. Lowering requirements would make matters worse.

2—By putting teachers on a civil service basis, with appointments for long periods and with a chance for promotion.

3—By a system of pensions.

4—By giving them a minimum salary large enough to live on and to marry on, followed by an automatic increase in salary at intervals up to a maximum amount.

5—By organizing, not as unions or labor trusts, but as bodies standing unmistakably for high standards of living and conduct."

VARIOUS SUGGESTIONS.

Among the many suggestions made, the following, in addition to those noted, are certainly elements in the problem worthy of consideration:

1—"By the distribution of the annual salary over twelve months."

2—"More men may be induced to enter the profession by paying very radically higher salaries and differentiating definitely and openly between the salaries paid to men and the salaries paid to women for what is called the same work."

3—"By establishing a separate Normal School for the sterner sex."

4—"Amend the law so that worthy men may be able to make five-year contracts with school boards. In this way there will be some inducement for men to become property owners and consider themselves real citizens in a community, respected by others and with more respect for themselves. As it is, the average man teacher, even when worthy, is a sort of nomad. He is generally so regarded by school boards, and strange to say, seldom resents it."

5—"The Normal schools have become girls' training schools, and men will not attend them. The university has raised the standard so high that men can as well become lawyers or engineers or doctors as teachers. These fields pay much more money and will justify a man in the expenditure of from \$3,000 to \$5,000 in cash in getting that training. This large expenditure of money and time (five years) will not pay in the training of teachers. Men cannot see their interest in that way. The number of men will constantly grow less as it has for over thirty years, till the educational field will be given over to women. When that time comes, as it will unless some change can be made in the training of teachers, men will not enter the profession any more than they will attend the Normal schools to-day."

STATE NORMALS WILL SOON BE MANLESS.

Men are entering the training schools in smaller numbers year after year. Up to June 30, 1906, the five California Normal schools graduated 6,942 teachers, 724, or not quite 12 per cent. being men. In 1905, out of 425 graduates of the State Normals, but 25, or 6 per cent., were men. In 1906, out of

461 graduates, the number of men had still further dwindled to 18, or less than 4 per cent. Of the applications for teachers' credentials at the University of California during recent years, about 10 per cent. are men, but many of even this small percentage never enter the school room as teachers. Perhaps, after all there may be, as one prominent school man remarked, "too much training and not enough compensation."

#### STATE SCHOOL TAX NOT INCREASED IN THIRTY-TWO YEARS.

For thirty-two years the State rate per census child for school support has not been changed. In 1874 the Legislature adopted the present law, which requires that such a rate shall annually be levied as will produce a sum equal to \$7 per census child. The cost of living has increased; standards have been raised; but State support remains the same. There seems to be no reason why at least \$9 per census child should not be voted by the incoming Legislature, thereby permitting a much needed increase in the salaries of both men and women in the schools.

#### SALARIES OF MALE TEACHERS IN CALIFORNIA.

In the report on "The Supply of Teachers in California and Their Professional Training," submitted to the Joint Board of Normal School Trustees in 1904 by Dr. Frederick Burk, it was shown that the salaries of male teachers in the State ranged from \$300 to \$2,160 per annum. The report showed that, of 708 male teachers, 603, or 77 per cent., received \$1,000 or less per year, and that 363, or 48 per cent., received less than \$700 per year. Only forty-eight were receiving \$1,500 or more per year, and these were all principals in large cities, thirty-three being in San Francisco, Oakland and Los Angeles.

#### SOME FACTS AND FIGURES.

The following data, secured from an advance copy of Superintendent Thomas J. Kirk's "Biennial Report for 1905 and 1906," will give an idea of just what male teachers are earning in the public schools of California, the data being for the year ending June 30, 1906:

#### AVERAGE SALARIES PAID MALE TEACHERS IN CALIFORNIA.

##### High school principals—

By the year .....	\$1435.41
By the month. ....	153.52
By the day .....	7.67

##### Teachers in High schools—

By the year.....	1056.92
By the month .....	113.04
By the day .....	5 65

Principals in primary and grammar schools—	
By the year.....	865.97
By the month .....	102.48
By the day .....	5.12
Teachers in grammar schools—	
By the year.....	634.67
By the month .....	75.11
By the day .....	3.75
Teachers in primary schools—	
By the year.....	585.66
By the month.....	69.31
By the day .....	3.47

#### WAGES OF SOME OTHER WORKERS.

To secure a basis for comparing the earnings of male teachers in the State with the earnings of men in the various trades, the writer requested W. V. Stafford, State Labor Commissioner, to send all available data on the daily wage paid men in such trades. He responded with a statement showing the daily wages paid in thirteen industries in several of the cities of the State

His letter and the data which he sent follow:

SAN FRANCISCO, CAL., December 18, 1906.

J. A. BARR, Stockton, Cal.—

*Dear Sir:*—In accordance with your request of the 13th instant, I enclose statement of the daily wages in thirteen industries in six cities of this State. The figures for San Francisco and Oakland show the wages at the present time. Those for the other cities were gathered so soon after the fire in this city that they represent rather the normal condition existing previous to the disaster. No doubt an investigation at this time would show that the rebuilding of San Francisco has materially increased the rates throughout the entire State, in that it has drawn mechanics of all kinds to aid in the reconstruction.

This same influence, together with the general activity along all lines throughout the entire United States, has undoubtedly increased the cost of living. The report issued from this office some time ago, to which you refer, dealt with conditions in this city only and went exhaustively into the subject of house rent, which had increased as a result of the fire on an average of 27.1 per cent.

At that time I was unable to discover any material increase in other living expenses, but during the past few months there has been undoubtedly a considerable increase in the cost of many necessities, notably fuel and dairy products.

Trusting this will in some measure meet your requirements, I remain,

Yours very truly,

W. V. STAFFORD,  
Commissioner.

**WAGES PER DAY PAID MEN IN THE VARIOUS OCCUPATIONS  
IN THE CITIES DESIGNATED.**

OCCUPATION	SAN FRAN.	OAKLAND	LOS ANG'L'S	SACRA- MENTO	SAN JOSE	STOCKTON
Blacksmiths..	\$4.00	\$3.50-4.00	\$2.50	\$3.00	\$3.00	\$2.50
Carpenters...	5.00	4.50-5.00	3.50	3.50-4.00	3.50-4.00	3.00-3.50
Plasterers....	7.00	7.00	.....	.....	.....	.....
Laborers.....	2.50	2.50	2.00	2.00	2.00	1.75-2.00
Bricklayers...	7.00	7.00	.....	.....	6.00-6.50	.....
Plumbers.....	6.00	6.00	4.00	4.00	4.00	3.50
Painters.....	4.00	4.00	.....	4.00	.....	3.00
Machinists...	4.00	4.00	3.50	3.00	3.00	2.50-3.00
Lathers.....	5.00	5.00	.....	.....	.....	.....
Cementw'rk's	3.00	3.00	.....	.....	3.00	.....
Teamsters....	3.00	3.00	1.50	.....	.....	.....
Electricians...	5.00	5.00	3.00	.....	3.50	3.00-3.50
Hod Carriers..	4.50	4.50	.....	.....	3.50	.....

**THE COMPARISON.**

When one takes into account the years of preparation now demanded of the teacher preliminary to his entering upon the work in the schools, the significance of the figures submitted is at once apparent. The tendency in California is distinctly toward a higher standard in preparation for teaching on the part of both men and women, without a corresponding standard of compensation.

The plan proposed for the selection of teachers for the elementary schools of Los Angeles is typical of the higher standards now demanded in the State. The plan provides that the educational qualifications prerequisite for appointment shall be not less than that evidenced by a graduation from a High School and from an accredited Normal school, supplemented by at least one year of successful experience in teaching. All this calls for at least seven years' work after graduation from the grammar schools. At the end of seven years the candidate is ready for a competitive examination, provided he or she is not less than 20 nor more than 45 years of age. If the examination is passed, the candidate is placed on the eligible list, from which he or she may be elected to the probationary grade for eight weeks. After running the gauntlet up to this point the teacher may hope for a regular appointment.

Doubtless such standards are as they should be, but when one studies the returns now made in California to the plumber, the carpenter and to other trades, one can but wonder why the financial returns to the teacher should not at least approximate that of the mechanic. Studies that have been made show that the teacher in schoolroom work and in preparation will average more than ten hours per day, whereas most trades are on the eight hour basis. Moreover, when the tradesman works overtime his wages for the extra time put in are almost

invariably 50 per cent. higher than his scheduled wage rate; but the regular daily overtime put in by the teacher, both man and woman, means more service for pupils and parents without thought of extra compensation. When one takes into account the fact that the wage-earning year for the teacher in the elementary schools of California consists on an average of but 169 days, and in the High Schools of but 187 days, the significance of the daily wage paid men and women in the schools as compared with what men earn as plasterers, bricklayers, plumbers etc., is even more apparent.

**AS OTHERS SEE US.**

At times it is well "to see ourselves as others see us." Most of the members of the Moseley Educational Commission to the United States, a commission composed of eminent representatives of all branches of education in Great Britain, in their report noted the fact that they were forcibly struck with the very large preponderance of women teachers in all branches of education throughout the country. Mr. Moseley says, in his preface to the report of the commission:

"Not only did I find comparatively few men engaged in teaching, but also few preparing to become teachers; and upon further investigation I discovered the reason to be in the smallness of the remuneration, which is insufficient to attract a good class of men. This I think a serious defect, and I venture to suggest that higher salaries should be paid to teachers of both sexes, but especially to men, in order to make it worth their while to take up the profession, not merely as a duty, but as a remunerative occupation."

Of the twenty-seven members of the commission, seven, including Mr. Moseley, deplore the preponderance of woman teachers in the United States not on the basis of their attainments, for the commission found most of our woman teachers highly trained, accomplished and capable, but because "something of true manliness will be lost if boys are left to be educated mainly by the opposite sex."

In this report we find the most scathing arraignment of our educational system made by Professor Armstrong, who finds little good in American education, and, as must be expected, he does not spare women as educators.

"The boy in America," he says, "is not being brought up to punch another boy's head or to have his own punched in a healthy and proper manner; there is a strange indefinable feminine air coming over American men, a tendency toward a common or sexless tone of thought."

**A WOMAN'S OPINION.**

Perhaps this paper can best be closed by quoting from

woman herself. The following extracts are from an article prepared by Mrs. Annie Lund Meriam of Chico and published in the *Western Journal of Education* in August, 1905:

"In America, there has been a constant decrease for the last forty years in the number of men teachers, while the number of women teachers has increased over 400 per cent. Now what does this feminization of the teaching force portend for the United States, since this is the only country in which conditions are noticeably out of normal?

I. "The question may be considered from an educational standpoint. It is conceded on all sides and by all authorities that the ordinary woman understands the working of the child's mind, understands the child nature as no man can, unless perchance he be a Froebel or a Pestalozzi. It is the mother element in every woman's heart which teaches her how to control, how to interest, how to appeal to children. Leading educators affirm that up to the age of 10 or 12 years the child should be under the care of women teachers. On the other hand, men teachers are necessary as ideals for boys, for the boy must in his school life acquire sterling, manly character. Also, the curriculum taught by a woman would naturally receive a feminine interpretation, and would not prepare boys so well for self-support. Moreover, women feminize methods in teaching and discipline. There is a 'tendency to instill sentimental views of facts, rather than to derive principles of conduct from them.' The question of the woman teacher is, 'Won't you do this for me?' A man never appeals to a boy in this way, but through ideas of right and justice.

"The boy who fails to come to some extent under feminine influence during adolescence certainly loses much that tends to soften, refine and humanize his nature. Men and women constitute the world, and all young people should come under the influence of both in equal proportions, certainly up to their college course. There the line of demarcation may well come, for the man is to enter on the preparation for his life work.

"In her inmost soul every intelligent, fair-minded woman acknowledges the superiority of the educated masculine mind over the feminine. So, when it comes to fitting the young man for his life work, he should be wholly under the influence of man in preparing for a professional life, just as he is in the industrial world. The young woman, too, who attends college should be largely under the instruction of men to secure the best development of her powers, for, as the masculine mind is more original, she will be influenced to think more, to reason better than under feminine instruction. Then, too, she should come to know the masculine mind, to understand a man's view of life, in order to strengthen her own social and business relations in the world at large.

II. "Considering the question next from a social standpoint as to the effect on family life. There is reason to regret the ever lessening regard of educated people for the family ideal. The teaching profession represents the best educated class of women in our country. Does

it not therefore represent the women who are best fitted to conduct homes of their own? Does it not include the women who are best fitted to rear American citizens? But the very independence attained through teaching has the effect of making these women more critical of homemaking, more unwilling to undertake homemaking.

III. "From an economic standpoint: The figures that were given earlier indicate that the extension of the educational system in the United States has been possible on account of the low wages of women teachers. Taxpayers will contribute only a limited amount towards education, though they demand education for all, hence educational privileges must be extended at a low figure. Women have accepted salaries of scarcely half what men of like capacity would have accepted, and so have been the means of extending the public school system to a point far beyond what taxpayers would have borne, had equal intelligence been secured from men. What is the result? Both sexes are being educated by the sex, whose relation to the political and industrial systems, is not usually, either that of wage-earners or voters. Women are usually interested in the esthetic, rather than the practical industrial side of life. The boy who is being educated by women becomes restive and dissatisfied, and at the end of the grammar school does not go on to the High School. He is intensely masculine at this age, and demands masculine aims, masculine work, hence the boy's desire to get out in the world and earn a place for himself; the masculine nature in him demands it. Another objection from an economic standpoint is the use of public funds in the support of Normal Schools; such schools should prepare teachers for a life service only, yet a goodly proportion of the students marry in from one to ten years after graduation.

IV. "Last of all, the question must be considered from a national standpoint. The schools are the safeguard of our nation against foreign immigration. The character and power of the men who are to shape the nation is being formed in our public schools. If at the present time there is only one male teacher to every 1500 children in the elementary schools of our country, and 90 per cent. of the school children leave school without ever coming in contact with a male teacher, should not the nation be disturbed by the note of warning sounded in the Moseley reports? Schools should be the builders of the nation. Women by nature have domestic tastes, so why should they interest themselves in civic affairs, yet they are now expected to prepare boys for civic life. Should we not then have more men in the schools, men who will unselfishly interest themselves in a cultured, improved, honest citizenship?"



## High School Teachers' Association.

Herbert Lee, President.

L. B. Avery, Vice-President.

C. L. Biedenbach, Acting President.

G. W. Wright, Secretary-Treasurer.

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### High School Text Books.

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Dr. John Gamble, Hayward.

THE situation and prospects of the California high schools seem to me most encouraging. The law requires these schools to prepare students for at least one of the colleges at Berkeley, and this guarantees that the schools shall provide a creditable minimum of the right kind of studies. It arouses, moreover, a generous rivalry among ambitious teachers that is already resulting in the enlargement and improvement in our courses. Nor are the schools in anywise restricted to preparatory work; any subject demanded by the public may be introduced. And so, besides the preparatory work for all the colleges, some, even of the smaller schools, offer extensive and complete business courses. This costs; and yet there seems to be but little complaint of the expense. Some, to be sure, love to complain, and the schools gratify such people by furnishing an excuse.

President Hadley has well said that one of the great functions of a University, is the establishment of standards. Herein lies the main service of the University to the schools. It fixes the standard of their work. The law specifies the kind of work they must do; the University takes care that they do it well. In an examination just held by the Alameda County Board, a candidate for a grammar grade certificate defined a *line* as "a term very much used in geometry; it has only length and breadth." She had attended two high schools and graduated from one of them. Neither is accredited by the University. To escape strange learning like this, supervision of some kind there must be, and no objection can be raised against that of the University on the score either of competency or of good will.

The professors have been charged, in misinformed quarters, with interference in the matter of our text-books. No

charge could be more unjust. In the sixteen years since they first visited my school, I have seen nothing of the kind. Even when you ask their opinion about this or that book, they are not always very free with their advice. "Classic Myths" is in use in most schools, but that is because we know of no book that covers exactly the same ground so well. In the choice of text-books, so far as the University is concerned, we are wholly free:

In one quarter only is there danger ahead. In Subdivision 12 of Section 1670 of the Political Code, we read:

"The text-books to be used in all high schools shall be uniform throughout the State, and shall be adopted by the high school boards, subject to the same restrictions provided for the adoption of the course of study, from a list of books prepared and recommended by the State Board of Education. The State series shall be used in grades and classes for which they may be adapted."

Let us examine this enactment. "The text-books shall be uniform throughout the State." "Uniform" in what? In size? in binding? or in price? Just a dollar a piece? Or does it mean that there must always, throughout the State, be the same text-book for the same subject? Agreed. Well, this uniform text-book "shall be adopted by the high school boards \* \* \* from a list of books prepared and recommended by the State Board of Education." Then, the high school boards are, all of them, to get together and select from the State Board's "list of books" a set of text-books that "shall be uniform throughout the State," the same book for the same subject. There would be some cost and trouble in complying with this requirement. I find it no easy matter to get my board to meet more than once a year. Besides, this throws the choice of uniform text-books upon the high school boards, some of whom possibly may not be exceedingly well acquainted with the numerous books we must select from; and it altogether ignores us teachers, who know something of these books, and whose tools the books are. But let us be just. Does this law require high school boards to select identical books in the several subjects from a very large list of such books made out by the State Board? To do this, all the high school boards in the State must meet and agree upon a set of books. But as this is impracticable, the law must have a different intention. It may mean that the State Board is to prepare a set of text-books in all subjects and make a list of them, and that from this list the high school board must make choice according to the subjects they propose to pay for in their several schools. "A list of *books prepared and recommended* by the State Board," may mean that. It may mean that the State Board shall prepare and print and recommend a

set of books and make a list of them, and that from this list the high schools must choose. This I myself think was the intention of the act. I think it had in view the interest of the State printer in the production of books for the high schools as well as for the grammar schools.

The State Board assuredly does not seem to approve of this law. How do they comply with it? They make a list (as you will see from the enclosed) of all the text-books published, and then tell us to help ourselves. In adopting this method of complying with the law they have shown excellent judgment and are entitled to the thanks of all interested in the high schools. From them we need anticipate no opposition to the repeal of this section, which they comply with in a way that leaves us as free as we would be did it not exist. But all future State Boards may not be of that way of thinking; so I suggest very respectfully and very earnestly that a resolution be adopted that Subdivision 12th of Section 1670 of the Political Code, so far as it relates to the matter of high school text-books, be repealed, and that every teacher shall at once bring the question of repeal to the attention of the representative of his district in the State Legislature.

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## **Some Routine Features of School Administration.**

A. C. Olney, Fresno.

SOME of the great problems in school government are those relating to fraternities, self-government, control or supervision of all handling of money by student organizations and of various collateral activities, such as athletics, school publications, etc. Any one of these might easily be made a subject for profitable discussion for several entire days, if some satisfactory result might thereby be achieved. There seems no likelihood, however, of either of these suppositions taking place in the very near future, i. e., neither the devotion of so much time to one topic nor the satisfactory solution of any one of these problems.

Furthermore, much of the time spent in discussion of these subjects without definite action following soon after seems to me very much like the effort of the earnest woman who puts one-half a dollar's worth of material and two dollars worth of time into a pie which is afterward sold over the counter in the interest of some good cause for thirty cents.

While we all have to deal with these great problems and to find a temporary solution for them, there are minor ones

which are more easily handled, and which if solved, would give high school principals more time in which to cope with the other and more important ones. The discussion of many routine matters will, from the nature of the subject, be somewhat disjointed. The matters referred to are nearly all perfectly definite questions which, when analyzed, may be thought to belong to that family popularly known as Red Tape, but which, while somewhat resembling that weed, in reality belongs to the family of Order and System.

For the sake of a starting point, let us suppose ourselves to be a principal of a school about to take up the reins in a new place and let us consider the subjects that will be likely to engage his attention either as matters of pure routine or which he would like to make so.

Among the first things to be taken up will be his policy concerning rules or regulations for the government of his school. It has been my experience that within reasonable limits the fewer and shorter the rules, and the more and the shorter the recesses, the better in every way is it for the pupil. It is easier to enforce one general rule than a multiplicity of special ones, because for the child it is easier to remember the few than the many, it gives him a feeling of pride in having his judgment appealed to, and it does not arouse the spirit of resentment against being curbed too closely nor of skill in inventing some misdemeanor not specifically forbidden by the law. It will save trouble also, never to give to one student privileges that do not belong to another.

A few special rules are no doubt necessary (the fewer the better), but having once been made, these rules should be enforced strictly and consistently. Herein lies a most important problem and a great danger in school administration, in the failure of some principals in their duty to their teachers, and of many teachers in their duty to their principals. One of the teachers hoping to gain the favor of the pupils, fails to enforce a regulation of his principal, or the latter, after making a rule, and while demanding of his teachers its enforcement, is himself lax in so doing or fails to uphold the teacher in its execution, when he is appealed to, is convicting himself of moral cowardice and is laying the foundations of disorder and confusion in his school. Not long ago I visited a large school where an under-current of disrespect for the teachers and an over-current of disorder flowed, and it was soon apparent that such a condition as the one just mentioned obtained, with disastrous results. Let us ask ourselves as principals and teachers if we fail in this one of the prime qualities of men and women.

To go back to our principal he will perhaps next undertake the making of a program of recitations. Immediately a

host of problems present themselves, as subjects to be taught; their assignment to teachers; the fixing of recitation, laboratory and recess periods; requirements for graduation, whether elective, prescribed, or a combination of the two; examinations at stated intervals; a standard for recommendation to the universities and normal schools; a system of grading work in various subjects; the keeping of records and of issuing regular reports to the parents; and of statements of work done to pupils going from the local school to another.

The minimum of subjects to be taught is practically determined by law, and may be said to be fairly uniform. The assignment of subjects to teachers is a matter to be determined almost entirely by certain limiting conditions. The fixing of recitation and laboratory periods is usually nearly determined by the time decided upon for the opening and closing of the school for the day. The determination of the number and length of recess-periods is another matter. As has been said, I am heartily in favor of making recesses as many and as short as is convenient. A short recess between each two recitation periods breaks the nervous tension, gives a few moments of rest, and is really a saving of time over the single long recess because, in the recitation immediately following, no time is consumed in mental readjustment to suit the new subject. I fully believe that a written examination following a review helps to fix in mind important events and principles in a way that almost nothing else can. But I am just as surely convinced that very long or very regular examinations are demoralizing. Several years ago, there existed in this school the system of setting aside the last two days of each six weeks' period for written examinations, each examination period being twice the length of an ordinary recitation period. The result of that plan was many cases of illness before, during and after that period, and of many withdrawals from school, nearly all brought on by nervous excitement. Later, the present plan of giving examinations unannounced and making them simply the length of a single recitation has been successfully followed.

Concerning the adoption of a system of grading, the recommendation of students, the amount of work required for graduation, the use of a convenient form, both for recording in the principal's office the grade of work done by each student in each subject and for the purpose of giving to any student a transfer, unanimous or nearly unanimous agreement would be of material assistance to all. The State University has recently adopted the plan of accrediting schools as a whole and not by subjects. Why not adopt the same plan for recommending students to college, not in so many subjects, but in general?

The amount of work required for graduation, as well as the work prescribed, differ so widely in various schools that serious trouble is often caused by the transfer of a student from one part of the State to another. The same is true of the insufficient character of the information given in the same written transfers.

The accumulation of even a few transfers from other schools demonstrates the need of some uniformity concerning them in order that the principal to whom the student has come, may quickly and intelligently place him at work to the best advantage.

A committee of three appointed by the president of our H. S. T. A. could make a report by our next meeting or by the next meeting of our executive committee on the two questions of a uniform blank recommended to be used to record the grade of work done in the high school, and another, perhaps very similar to the former, to be used as a transfer. The report ought to be and probably would be as binding upon us as if we were required by law to use it. A good transfer should state (first of all, *honestly*) the subjects according to the numbers on the University list and the length of time studied, and the blank and the system of grading should certainly both be uniform.

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### **"The High School as a Supervisor."**

A. B. Anderson, State Normal School, San Francisco.

THIS Association during the last few years has done much in threshing out some problems of the High School which pertain to the Principal of the High School as a general administrator of the affairs of the High School. Some of these problems have been fraternities, athletics and other High School activities of a general nature. It has not thus far, I believe, dealt to any extent with the question of what the function of the High School Principal should be, as regards the supervision of the academic work of the school. There would be little discussion probably regarding his function as an administrator of the general activities of the High School; there would probably not be such unanimity of opinion as to his position as a supervisor of the subjects composing the course of study. It is the purpose, therefore, of this paper to discuss the High School Principal, not as an administrator of the general affairs of the High School, but we shall use the word supervisor in the sense of supervising the con-

tent, aims and methods of the different subjects which make up the curriculum.

As a preparation for the discussion of this question, it might have been worth while to have gotten statements from representative High School Principals as to what they are doing in the way of supervision, or what they think should be done. However, I have it on good authority, from a man well acquainted with High School conditions in this State, that very little is being done by Principals in the way of supervision. This paper will, therefore, concern itself, not with what is being done, but rather with what can be done or what should be done.

In the first place, some of the difficulties in the way of supervision become apparent at once when we classify the High Schools of the State. Let us group them for the convenience of this discussion into three classes: First, the small High School, the school in which the Principal teaches as much or nearly as much as any other teacher. It is clear at once that there can be little real supervision by the Principal. He has his own classes to teach and if he is to know anything of the work of his teachers it must be in some way other than by actual visitation. In the second place we have the large High Schools, the schools in which the Principal does no teaching at all, but is largely concerned with the details of school management and has little time left for supervision. I might add, however, that there are some exceptions to this class. I have it again on good authority that there are several Principals of large High Schools in this State who not only carry on the details of school management but at the same time keep in touch with the class work of the individual teachers. In the third place there is the High School of medium size where there are sufficient teachers to give the Principal partial time for supervision.

In the second place another difficulty which would seem to be in the way of supervision by the High School Principal is the fact that usually he is himself a specialist. How is a Principal who is a specialist in Science to supervise Latin, for instance, or English? I do not mean, of course, that he has never studied Latin or English. I should say that a man who had no familiarity with the content, aims and method of all the subjects in the curriculum was absolutely unfitted for the position of Principal. What I mean is, how is a man to supervise the work of a special subject when the teacher of the subject has a far greater technical knowledge than he, and ought to have a wider view of the aims and methods of the subject? Of course it would be an ideal condition if the High School had a Principal who would step into any class in his High School and teach it better than the regular

teacher. A large proportion of our High School Principals I believe, however, come up from the ranks and have usually been specialists. I know of some cases in this State, however, of High School Principals who, in their long experience, have taught nearly all the subjects in the curriculum, and in all such cases with which I am familiar, they are recognized as most efficient Principals, as men really capable of supervision.

In spite of these two difficulties, one a question of opportunity, the other a question of capacity, I believe the High School Principal should supervise the work of the High School. I think the two difficulties are more apparent than real. In the first case if the supervision is not to be done thru actual visitation, it must be done in some other way; in the second case if the High School Principal is the right man for the place, the knowledge of a specialist is not necessary. I grant you it would be far better to have a teacher in the High School left entirely to teach her particular subject in any manner she might choose rather than have her hampered in her work by a Principal who did not know his business. A thousand times better to have no supervision than to have poor supervision. But the High School Principal I am thinking about in this paper, does not do poor supervising. He is a broad gauge man, a man who has a broad outlook educationally, a man who has a policy for his High School, a man who is thinking constantly of the High School and its needs, of the course of study and its purpose. He is a man who knows what the world is doing and thinking of the relation of the High School and its course of study to the world around him. He should have at least a speaking acquaintance with all the subjects in the curriculum and should be acquainted with their content, aim and methods, their purpose in the course of study. If your High School Principal is not this, then the question of supervision becomes of very little importance.

I said a moment ago that mere lack of opportunity in way of time for visitation would not excuse a Principal from supervision. It is his business to make opportunity. His is not alone the function of the teacher, it is that function and more. If he is a real Principal he should be the leader of his school educationally. He should have a policy for his school. There should be a purpose, a unity in the course of study and his supervision of a particular subject in the curriculum should at least extend to the point of seeing that the particular subject was taught in such a way that it coincided with the purpose of the course of study, that it represented an integral part of what the school stood for in the community. Not only is he to have a policy for his school, but he is to



carry out his policy and this means supervision. He is to a certain extent to be a judge of relative values. It is his business to decide where the stress or emphasis is to be laid. It is perfectly natural for a teacher interested in a special subject and teaching it, to be apt to overestimate the importance of the particular subject in the curriculum. It is the business of the High School Principal to act as a check in a way, to serve as a balance wheel as it were between the different departments. This means supervision on his part. It means that he must know what his teachers are doing, that he must increase or decrease the emphasis as the occasion requires. This supervision applies not only to the work in school, but to home work as well. The home work of the High School student demands supervision and the function of the High School Principal as a supervisor again becomes evident if a proper balance between the subjects of the curriculum is to be preserved.

The supervision of the Principal of the High School should extend to the content and aims of the different subjects which compose the curriculum. It is in no sense to be the supervision which makes the teacher merely a machine carrying out the will of a Principal. It is not the supervision which would make the High School Principal say to his physics teacher, "I want you to teach the theory of light in this way," but it is the supervision which would cause him to say, "Why do you teach the theory of light in physics?" "What do you expect it to do for the child?" "Is there something else in physics which you might teach him which would better prepare him for life?"

President Wheeler gave an address the last session of the summer school, on "What is It All About?" In it he suggested some pertinent questions which the teacher of a subject might ask as to goals and aims of a subject. It seems to me that the standpoint of this address might in a way be the basis for the supervision of a High School Principal. It should be his business as a supervisor to know what the aim of the individual teacher was in the subject taught. I am afraid that too many of us are teaching the thing without thinking very much as to what it is all about. The subject is in the course of study, it has been there a long time; I learned it in this way, why be so foolish as to ask any questions as to why it is there and why it continues to be taught in a certain way? It is there because, and the question remains unanswered.

But the question must be answered. Much time, money and energy is being put into the teaching of each subject in the curriculum. It becomes the business of the High School Principal as a supervisor, therefore, to be certain that his

teachers have a definite aim or goal in the subject being taught. His supervision should be of such a character as to keep his teachers ever thoughtful as to the aims of the subject. It means the thoughtful consideration of what the subject can do and can not do. Specialists, enthusiastic in their subjects, are too often prone to imagine that their particular subject is a great panacea; are apt to think it can do for the student that which experience and results show to be impossible. Thoughtful consideration of aims then means a weeding out process. Of all the numerous reasons which might be given for the teaching of a particular subject, it means the determination of those which are really vital. After this has been determined, after sufficient reason has been given to justify the existence of the subject in the course of study, it means the determination of the conscious aims or results to be obtained by the subject.

This attitude is to exist not only as regards the aims of the subject, but is necessary as regards the content or material. It means a determination or selection of material best suited to the aims of the particular subject. Of the thousand and one things which might be taught in a course in history, what material is best suited to gain the results desired? Here again it seems to me that the Principal as a supervisor again comes into evidence. It is his business to know and see that the material used in a particular subject is the material best suited to accomplish the result to be attained. As I said before, he should have a broad outlook on life and his value as a supervisor should display itself in an ability to determine the material or content in a particular subject which had life value, the material which would best fit the boy or girl to take a place in society.

If the time of this paper were not limited we might develop the idea of the High School Principal as a supervisor of the administration and method of the class-room. High School people are apt to fight a little shy of the question of methodology in the High School, are rather apt to look on it as a question more vital to the elementary than to the secondary. It seems to me that there might be thorough knowledge of a subject with very poor methods of presentation, that a teacher might have a thorough mastery of a subject and yet have a most uneconomical method of conducting a recitation. I will only say in passing that supervision of class management is undoubtedly a function of the High School Principal where opportunity offers. But important as is this phase of supervision, I think after all, that his most important function in supervision is the one which we have treated at more length, his function as a supervisor of the content and aims of the subjects which compose the curriculum.

## High School Teachers' Association.

### English Section.

Mina Cole, Pres.

E. O. James, Secy-Treas.

R. S. Phelps, T. J. Penfield, I. E. Outcalt—Executive Committee.

### The Function of Literature in the High School.

Principal George H. Huntting, West Side High School, Los Banos.

THE proper function of literature in the High School is to provide material for the exercise of growing spiritual faculties; the study of literature should concern itself, as largely as possible, with the *content* of literature and its relations to the *life of the student*.

When I say the proper function of literature in the High School is to provide material for the exercise of growing spiritual faculties, what do I mean? Let me cite the "Alhambra," given by most of us to our Freshmen. These boys and girls come to us with magic, hidden treasure, imprisoned maidens, and knightly rescuers classed with Mother Goose and Grimm's Fairy Tales, and relegated, as beneath their superior minds, to their babyhood. If rightly presented, the "Alhambra" becomes a wonderful, spiritual developer; these ideas become something more than nonsense. The chivalry in them can be applied in their own, daily life; the mysterious can be made to enrich their hitherto commonplace surroundings.

The fact that there is an actual palace of the Alhambra, and that much in the legends is historical, helps them over the "incredible" parts. They had formerly read of enchanted houses from which gallant heroes recovered sleeping princesses, but in the "Alhambra," they meet historical personages in historical places; the idea of the fabulous treasure so realistically buried by the blinded mason is just sufficiently realistic itself to seem possible somewhere in their own lives. When they have finished the book, the days of chivalry do not seem so long past, nor so out of tune with the present.

In my own experience the children have, through studies in the "Alhambra," discovered an interest in the foot-

hills in sight of the school. Local tales of the old robber, Joaquin Murietta and his buried gold, have gained a new significance and have most surely broadened their spiritual appreciation of their home scenes. Even more could be done with the romances of mountain-regions.

The "Idylls of the King," comes to my mind. One of my boys, fonder of hunting than studying, of partridges than poetry, went on a hunt this Fall, sleeping at a mountain ranch. The wife of the owner had on the wall a cheap print of "Elaine floating down to Camelot." Remember, I said the boy went there to shoot, thinking only of the game, but the woman told me later that his interest centered itself in that print, and what it stood for. Weeks of class work on the "Idylls" were well worth the while when they could make a chromo in an uncouth cabin mean something more to a young Philistine than the paper it was stamped on.

One stormy December night, I was being driven by another of my students across the bleak plains. The coyotes were barking and howling about our horizon. Suddenly the boy beside me, whom for weeks I had dragged and coaxed through Tennyson, broke out with: "That is the way Arthur's battle must have sounded." Beginning at

"Then rose the King and moved his host by night,"—

he put me to shame over the appreciative way in which he had let the spiritual in him clothe the barren scene about us with some of the finest descriptive thought in our poetry.

Of course, we teach the "Classic Myths" for many good reasons: to develop a student's powers of narration, to quicken his emulation in friendship, self-sacrifice, and heroism by the many examples of these virtues. I might add here that the latter aim sometimes proves dangerous, since the Greeks, feeling no dependence upon a Superior Power, were content to place the moral level of the gods lower than their own. Then we teach the "Myths" to help the student to realize something of the "glory that was Greece, and the grandeur that was Rome," and to interpret much that is splendid in English poetry; but I think our chief aim should be to make the "Myths" a means toward beautifying the daily life of the child.

Most of my students have seen sunflowers all their lives. To them they were coarse, glaringly yellow weeds behind the house. The majority of them had never noticed that the flower followed the sun. But one day they came to the Clytie Myth. I venture to say that not one of my Sophomores is any longer a Peter Bell towards that plant, and added to his all-too-limited list of the things that beautify life, is to-day the sun-flower.

I found them much interested in the myth of Phoebus, and how he drove his father's chariot so near Africa that the inhabitants were burned black. I seized on the opportunity offered. The color of the negro was, and still is, a matter of ridicule among them, but there is now for them an added dignity in the black race. Not that they are taught the color came through Phoebus' reckless drive, but they are associating a common-place fact with a beautifying idea.

Now I grant willingly, though not gladly, that there is another side to all this. Much of the literature we teach floats clear over the heads of our students, and why? The fault is partly our own, and partly that of circumstances, seldom of the student. For instance, there is little in me that answers to the "Vision of Sir Launfal," to the "Vicar of Wakefield," to the "Deserted Village," to Burke and Webster. The fault is manifestly our own; to some degree we can eradicate it, train ourselves to find more and more in these pieces of literature which now we do not like. But withal, the appreciation will be an acquired, not a spontaneous one. Can we hope to be a successful interpreter for such works? If use them we must, it is possible they should be presented for their form, rather than their content.

There is still a larger portion of our prescribed list for High School English that presents a difficulty, caused I would say, by circumstances very nearly insurmountable, but varying with the localities of the schools. Especially to rural High Schools, students come with little or no "background." Along our coast-line we find boys and girls who have never experienced a real snow storm. In our interior they have many of them, never seen the sea. What are we to do with Proctor's:

"The Sea! the Sea! the open Sea!  
The blue, the fresh, the ever free!"

With the subtly drawn ocean-scenes in the "Ancient Mariner?" What with "Snowbound?" What is "L'Allegro" to many a city-imprisoned child, or what is he to "Il Penseroso?" How is a student who has never heard a speech, even remotely approaching oratory, how is he to grasp with any adequacy the rhetorical periods of a Webster or the hyperbole of a Macaulay?

I once had the good fortune to hear Professor Bland of San Jose Normal repeat Wordsworth's "Daffodils." It acquired so much meaning to me that I took it home to two of my classes. They all agreed it was very pretty, but—but what? But they had never seen a daffodil.

It might have been a new species of cabbage for the majority of them? I have given up attempting to interpret poe-

try about unknown subjects. In these pieces and in others like them, there is much good for the student, but as means towards developing their spiritual faculties, I, so far, have unhappily found them nearly failures.

I have shown in a sketchy way what I understand as the proper function of literature in the High School. Why is this function the all-important one? Literature can be taught in two ways. It can be taught, impersonally as a thing by itself. The study of the form, of the style and of the phenomena of language is excellent for the mature specialist, but can mean little to the present or the future of the average High School student. This side of the work is apart from his interests and becomes merely mental gymnastics. I believe firmly in the boy and girl committing to memory certain definite facts and dates, but after all, these count for little and the actual worth they are to the child is not commensurate with the amount of drill some of us are wont to devote to them.

On the other hand we can make literature, as I have shown above, an interpreter, even a part of life itself. It can be made to provide material which will quicken the student's comprehension and widen and deepen the student's appreciation of "Things as They Are," developing at once his spiritual, intellectual, and emotional faculties.

Such a method will be of present benefit to him in an increased interest in his English—a prescribed and a vitally necessary subject for him. An increased interest, I repeat, because by binding up literature with his daily life, we are linking subtler, often unknown, and always higher thoughts to knowledge that through familiarity has grown commonplace and mean in his eyes.

But above all, will it be of future good? For the majority of our boys and girls, High School years are holidays. Commencement means commencing the dreary grind of real life,—for many, ploughing up a living out of a treeless, boundless, burning, deadening plain; for many others an equally barren business life. I either read aloud or have my students read, read, read, the authors, seldom analyze them. Much undoubtedly is beyond their immature minds; some they will not like; but little of it will prove wasted effort, because in after times it will come back to them, if not just those pieces, still a desire to enrich themselves from the same author, or a better ability to grasp a similar author when they chance to meet him. If a snatch of some literature, especially the poetry, which in High School these men read till they knew by heart, comes to them in those dusty hours on the harvester, or a desire comes to a woman at the end of the day's work to turn for the moment to a good piece of literature she knew as

a girl, we have made life for them more worth the while living, more worth the while for them and for those about them.

I have hardly touched on the abstract consideration of this method in literature. I have chosen rather to set forth as many concrete examples as time would permit me, hoping thereby to show you that my theory is not *all* theory, though my practice stands confessedly all too limited. I have purposely not touched on Shakespeare; so much can be done with him. I have rather out of my experience chosen for successful and unsuccessful examples, those recommended works which to many of us seem, at first sight, stumbling blocks, and to some of us remain stumbling blocks to the end. I have preferred boys to girls, as examples, because we usually count the boys as the "hopeless" portion of the class. That I strenuously deny, but they are often more unresponsive than their sisters to the spiritual in our literature.

You may say that I have, in treating the student's spiritual faculties, held too closely to the phase of the beautiful. Lack of time must be my main excuse. To me, the High School English should concern itself chiefly with that side. In theory at least, the child's lessons in the good are best left to the church; his convictions as to the true comes best to him in later life. The average student must look to his schooling for his ideas of the beautiful, and especially to his High School English.

This method may be all a mistake. Where I teach, the High School is too young to have many old graduates who are in the position in which many of my boys and girls will surely be, but I feel every year there, that I am more likely right than even I expected.

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## **The High School Teacher as an Interpreter of Literature.**

By Elizabeth Everett, Hanford High School, Cal.

**I**NTERPRETATION is the vital element of literary study; that is to say, the approach to literature should always be made upon the soulward side. Whatever methods of analysis, of study about literature, may be found useful or desirable for familiarity, or as models for individual expression, they must of necessity be secondary to the spirit of the literature itself. Any work which deserves to rank as literature must be regarded first in its entirety as a wise or lovely conception of life

or of beauty; afterward many minor strands of interest may be traced with profit.

It is literature as the embodiment of truth and high thought, not as examples of metrical style, or of narrative or exposition, that has lifted and refined the ideals of men. The young race read and sang its epics and its sagas, and grew thereby; it was the later ages that analyzed and classified. The young mind of the student in the secondary schools should make its first attack on the side of interest. The informing spirit should precede and direct and vivify any more formal method of treatment. Moreover, the self-directive powers of the mind must be awakened through interest; and it is thought rather than form that appeals to the developing mind. If the form does appeal, the student is not likely to ask why. If he were asked he probably would not know why he likes the classic. The teacher's explanation of form or style, and why it is effective, either interests the younger student little or has the effect which the frog's question had on the centipede.

If literature is to do anything for the student, if it is to be a sufficiently vital element in his life to make his study of it worth while at all, it must be brought within the range of his comprehension and so related to his own life and knowledge that he can receive and assimilate it, and through assimilation develop his powers, both intellectual and spiritual, for further mastery and better living. It must contribute to his growth. It may not make him a poet, it may not even make him a scholar; there must be dandelions as well as magnolias, but it should develop in him a clearer insight, better ideals, a stronger mental grasp and a keener appreciation of the good and the beautiful. These results cannot be arrived at suddenly nor by any legerdemain, but by gradual growth through many experiences. Professor Thurber says: "A moral or aesthetic principle cannot be communicated *ab extra*, but must be grown up to by innumerable accretions of insight."

The teacher of High School English may be very far below the poet, the prophet, or even the interpretative critic. He may lack the power to see at first hand, and to show forth the great underlying relations of things. In a century it is only the few whose lips are touched by the live coal from the altar; but he who teaches must be able to see with the seer, perhaps humbly and afar off, but still with the seeing eye and the understanding heart. His training, his thought and his power of appreciation should have led him so far that with clear vision he can see the larger bearings of life, and bring what would otherwise be beyond the student's comprehension within reach of the expanding powers of youth, by relating it to present knowledge and experience. It is only by means of what the mind contains that it can acquire further knowledge.



Beauty is not beautiful, truth is not true to the mind unless the method of appeal rouses some impulse of related beauty or truth, inherent or acquired. If the Sunday newspaper and vaudeville have furnished previous intellectual stimulus, the order of ideas will not be sensitive to poetic impression. Here the teacher may well be satisfied if she brings victims of the penny-dreadful to a real liking for even a few reputable authors.

From one who unites the mind of the teacher, the scholar and the critic, I make the following free quotation: The first part of the work of the interpreter is consciously to realize and recreate in his own thought the conception of the author. This the teacher must perform. The second part, that of expressing all that the book is,—in his experience at least—so that others may, through his mediation know the book in approximately the same way; the aim of the second part may form the invisible guide of the teacher. Lessons are planned, graded, correlated in such ways that the pupils come nearer and nearer to what is in the teacher's own mind and heart.

The teacher in interpreting is to re-enforce, not supercede or usurp, the function of the masterpiece. This re-enforcement is necessary, not because the appeal is inadequate, but because it is universal, and in its very breadth fails to touch the limited individual experience on many sides sufficiently to find avenues of approach to the interest of the student.

Next to a wise human friendship what can be better than a familiar and friendly acquaintance with the sweet, sane, hearty thought of men and women who have seen farther than the rest of us and who have touched the springs of human action, who have thought for themselves and for the race! It may happen that the results to the pupils of such acquaintance are not to be tested by examination; they may not be registered in his grade; but if the acquaintance is an acquaintance, and there are results, it does not much matter that they are not tangible. This added increment, whether we call it spiritual growth or intellectual culture, or whether we refrain from naming it at all, should be a result of the High School study of literature. It is as vital as a knowledge of structure or historical setting, and not inimical to these. "This ought ye to have done and not to have left the other undone"

The pupil's own attempts at interpretation, crude as they are, may have some value if they do not lead him to think that he has exhausted the subject. If interpretation of literature seems too ambitious in aim, there is this to be said for it, that in this self-conscious age the youth finds everywhere about him, in the newspapers, the magazines, the short story, the novel, attempts at interpretation of life. The worst of these are more to be feared because of their weakness and distortion

than because of evil intent. For small-print story papers and comic supplements need we fear to substitute real literature, in the hope of forming a background of appreciation against which the tawdry and the impertinent may show themselves for what they are?

The four years of the High School course form a period of new interests, awakening appreciations and larger social instincts. Questions of right and wrong, of duty, of honor, of responsibilities have an increasing interest.

The library offers the answers of the ages to his half-formulated questions. Here, far enough removed from his own personality to avoid dangerous introspection, he finds his problems in concrete form, together with the answers which the generations have accepted.

The strong-souled patience of Enoch Arden, the high courage of Ivanhoe, the clear vision and sense of justice exemplified by Burke, and the pure beauty of the poems of Shelley and Keats are good influences to come into the lives of growing human beings. The emotional uplift which can carry the reader out of his surroundings into a thought-land of wider outlook and higher aims, while it may be partly temperamental, has, in varying degree, a value for all. More than this a background of good and wholesome ideals is a steadying influence in lives. One already quoted has said: "We interpret according to our interests. Build up in a mind strong and good interests, and that mind is not likely to go astray. That man is safe whose dominant ideas are for the right. By giving children good ideals we are getting them ready for motive life."

It must be borne in mind that literature is not a system of ethics; it is far more than morality. It is the high tide of the spiritual and ethical feeling of the race. Modern life is dissipating. Literature should aid toward concentration; it should sweeten and deepen spiritual force, and occasionally get us away from the pressure of present trivialities. It is well for the student to lose, sometimes, the sense of the overwhelming importance of the present in consideration of the past, to establish a calm realization of the stability of things. There is no danger in attempting large questions; the great danger is in mistaking platitudes and surface conclusions for real interpretation. Literature should lift the thought above the plane of sordid and pleasure-loving ideals. The student must go into life; he must meet trials and temptations. The stated moral, the dogma, he sees break before actual practice. Selfishness is rewarded; wickedness appears to triumph; good is down-trodden. The dogma gives way and his whole theory of life goes down with it. His training should furnish the basis for a certain wise patience with things as they are, and

the power to see what Arnold calls, "the natural current in human affairs and its continual working."

When a course of action is to be decided upon—and our lives are made up of constantly recurring demands for decisions small or great—these better interests which should form an unconscious part of the student's mental life, should have power to establish the decision on the better side. So much his training should do for him. However much we may deprecate the dangers of conscious moral training, because of its nearness to the moralizing habit, I think we must recognize that the setting of ethical standards for the young is left largely to the schools. By the schools it has been turned over almost entirely to English and History teachers. And here is a very real peril of English teaching, if the teacher attempts moral training consciously and conscientiously without great sanity and wisdom. Souls do not yield results from the thumb and finger method. The moralizing habit takes hold on one easily, and there are some people so beset that the instant they flush a moral they are off after it, and beauty and all else make their appeal in vain.

The teacher should have in addition a love for nature. In spite of the fact that sympathetic interpretation of so much of our literature depends upon a heart responsive to nature's beauty, too often "to this, to everything we are out of tune." To no one else so much as to the teacher is it a misfortune to "leave the sky out of his landscape." One of the difficulties peculiar to the life of the teacher is that while he must withdraw himself sufficiently from the current of life around him to hear the message of great minds, to encourage a wise passiveness, he may not, without injury to his teaching, withdraw himself so far as to lose his active interest in life and its manifestations and problems. If his interest is that of the onlooker rather than the participant, "the riddle of this painful earth" is likely to press too heavily at times. When the teacher comes from the absorption of books and the pupils come from the exhilaration of the skating rink, there is likely to be insufficient articulation of interests. The life of the pupil is to himself full and eager and vibrating. The teacher is not called upon to fill what is empty, but to replace what is of less value, to let the ideals of Bayard and Arthur crowd out those of the earthman.

A teacher who has the upward reach and the outward grasp says, "I want the student to see that the page is pulsating with life and feeling, and that English literature represents the desire of a nation upward to the light of ideals. I want him to see that it is a part of his great inheritance of freedom; that as the masses have striven for freedom of thought and action, so men of artistic beliefs have striven to

express the longing for truth within them; the longing for freedom from the untruths, the hampering restrictions of life. Then, too, he must see that the truths the masters teach, which they wrought out in their times, are everlasting; and so he must compare what he finds in literature with conditions about him to-day, first among his fellows, in their student-body concerns, then in his city and State, and finally in the nation and its relation to the world. Only in this way do I know how to teach Emerson's *Fortunes of the Republic*, and American Scholar, or Burke's Conciliation Speech, or Webster against Hayne.

Then by this method of comparison his own spiritual nature grows. He learns that service is the word of the true man. If I accomplish nothing in the way of proper paragraphing and spelling, I shall be content if, finally, I shall have brought the boy to see that self-seeking disregard for the feelings of others is the cause of suffering, both to himself and the world. I want him to see he can still keep the inherent masculine view-point of life, i. e., self-development, without becoming a self-seeker. It is hard work, I grant you. We live in a tremendously selfish age, though better, I believe, than many of the preceding ages, and even the growing boy and girl reflect, more than we realize, this spirit of self-love, show, gratification of present desires at any cost, rivalry with the neighbor, which make the dominating note of many homes. We must give our students our sympathy. We must understand them. We have too little time in a large High School to meet them. By no means must they suspect we are teaching them morals. They must discover these truths for themselves. We can only lead them to the open door."

And all teachers echo: "It is no easy task, I grant you." But we admit, in our better moments, that there are compensations, not tangible, but satisfying. If the making of the nation's songs is so great a privilege, the teaching of the songs of the race has its own more modest share of beneficent opportunity.

I am not prepared to say that the higher values of English study may not be gained by the individual student quite apart from any mediation of the teacher. Robert Louis Stevenson reading romances on the windy hillsides of Scotland in truant ecstasy, and Whittier, singing

"With Burns the hours away,  
Forgetful of the meadow."

have discredited some of the claims of formal instruction.

Probably I am safe in saying that the majority of us here received our first impulses toward literary study and took our

first, or at least our most thrilling excursions into the leafy enchantment of literature, not along the beaten road of class assignment, but down some alluring by-path of discovery which led through the family library. But we cannot trust to desultory methods, neither do all the children have enough of literary instinct to overcome the primary difficulties in their way. For those who have, the leadership of a wise teacher should mean the deeper and enrichment of their delight in literature, and wider training. For the rank and file, the teacher must still open the portal.

The line of advance for English study in recent years has been in the direction of the reading of the book-worm. "English in the Secondary Schools," by Professors Gayley and Bradley, the Baedeker of the English Teacher through High School Land, points out that the proper way to study a poem is not to study but to enjoy it. Especially in the first years of High School the teacher should aim to create the atmosphere of the book around the pupils, and the characters should stand as real people rather than as abstractions. Scott tells us that he read the "Faery Queen" when he was nine years old and as he could not grasp the allegory, the characters stood to him as real people, and he revelled in a land of imagination among knights and ladies.

The daily assignment of definite, concrete work to be done is not to be despised, but it should always keep its place as a means, not an end. Familiarity is necessary to assimilation; it is not only evil in which familiarity leads us from mere toleration to affectionate participation. For students who are motor-minded, very definite and mechanical exercises may be a means of familiarity and an aid to the mastery of thought. It is only when detailed study forgets the thought that it becomes a danger,—when "living words are less than dead ones." The teacher of whom it was said: "She made soup of the moccasin-thongs after her pupils had picked the bones of their hapless victims," probably did not leave her pupils with any deep and abiding sense of the vitality and inspiration of literature.

It is well that there be always a concrete body, for the boundary line of the hysterical and rhapsodical lies perilously near, but the body should also have an animating spirit. The spirit is not so far to seek that we need fear to follow it, but it may not be taken by violence. It is not to be encompassed by set rules, for when any formal method of inducing it is found, straightway the spirit itself is vanished. If students leave High School with the snug satisfaction of "having had everything," there has been failure. A High School course in English ought not to serve as a vaccination against all subsequent exposure to literature.

Because it is less to be laid hold of, this aspect of literary study suffers from the shouldering of more definite subjects; even the demands of composition and the constructive side of literature itself endanger it. These should be effective allies instead. The spirit of literature should be the inspiration of composition quite as much as the form should be the model. Without this we shall have merely a rattling of dry bones. The constructive side of the study should furnish a measurable basis of work as well as opportunity for "tranquil activity" while the informing spirit is taking possession of the student. The standard of examination set by the universities is purely on the constructive and informational side. It necessarily implies much else which there is no attempt to test. It might be said that life makes the same requirements; that is to say, there is a general agreement as to the lines of information expected of an educated person. For the rest, life measures the man.

Perhaps, after all, interpretative study is in greatest danger from its friends. Complacent platitudes are so near at hand while the deeper insight must be striven for, and does not always come with the striving. The teacher should aspire toward a sort of divine common sense and an open-eyed humility—"To see life steadily and see it whole." And he may well pray for the same in the editors of his text-books. The demand for definite results should not tempt him to forget that the spirit "cometh not by observation." He also may remember for his comfort Professor Thoburn's saying: "Ideals are to run races with. When we catch up with them they are of no further use."

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## **Getting at the Soul of a Literary Selection.**

By J. B. Hughes, Merced County High School.

**I**N a field so extensive as that of English literature, it is impossible to deal with this subject in any but a limited way. Consequently it will be necessary to confine ourselves to a few types chosen from our High School requirements, and to treat them in a manner fitted to the High School class-room.

All will not agree either in the definition of the term, "soul of a literary selection," or in its application to a particular piece of literature. Yet, for our purpose, it will be found connected with one of the following: 1. Nature.

## 2. The Social Life of Man. 3. The Imaginative or Musing Life of Man.

Under the first head, let us begin with Sir Walter Scott's poetry. We have picture after picture of Scottish scenery. The tangled copsewood of the valley, the heather-covered hills, and the rugged mountains with their enclosed lakes and towering precipices all flash before the eye in rapid panorama. Nor is there omitted from the scenes the varying aspects caused by moon and sunlight, early dawn and dewy twilight. Every flower and blade of grass in their wealth of color and luxuriance of vegetation are included. The people, their dress, their speech, and their customs become a part of the numerous landscapes. Fairies peep from beneath great oaks, and goblins ride over rocky mountain sides. Scott deals with the main outlines and great points of nature; he rarely attends details. Of all beautiful scenery the Scotch is the roughest and barest. Young people, who like big things, are taken with these descriptions. In *Evangeline*, it is the story they learn to love; but in Scott the story taken from its setting is unimportant—one might say insignificant, compared with the nature element of the poetry. Without a proper appreciation of nature, no boy or girl will ever become a lover of English literature.

In Irving's *Alhambra*, we have nature described in the same broad way. But in Irving, man rises in place and importance in the pictures. The broad sweeping plain would indeed be dull and lifeless if it were not for the fields of waving grain, or the distant view of the lonely shepherd. The low lying hills are brought into the picture, not for their own beauty, but because there can be seen the ruined watch-tower or the struggling village. The roads of the higher mountains are rough and difficult, but that is forgotten in the fact that they furnish convenient lurking places for the robber and the smuggler. And when the traveler reaches Granada, it is not the Spanish city that he sees, but the quaint old city of the historic past. The red turbaned Moor with his serious countenance, and the gay, thoughtless, indolent Spaniard, live side by side. The interest of the boy or the girl is in the story, now to be sure, but after all, the legend or story lives and is interesting only as a part of the famous city and palace. It is the youth's inborn love of travel that will make the impression strong and lasting. In Scott there is an uplifting, an exhilaration such as one feels when, after half a day of climbing some famous mountain peak, he reaches the summit and sees spread out below him leagues and leagues of landscape. It is a veritable "call of the wild" to the healthy boy and girl. In Irving, on the other hand, we have the feel-

ing that accompanies a visit to Plymouth Rock or Mt. Vernon. The present is colored by the past.

It is not until the High School pupil has reached his third or fourth year and takes up the poetry of Wordsworth that he is prepared for the full and complete realization of the part that nature plays in English literature. "A man who knows little of nature may write one excellent delineation, as a poor man may have one bright dollar." Real opulence consists in having many. "What truly indicates excellent knowledge is the habit of constant, sudden and almost unconscious allusion which implies familiarity—perpetual reference to the mighty world of eye and ear." Of all beautiful scenery, the English is the most complex and cultivated. In Shakespeare, Milton and Wordsworth, we have scene after scene as true to nature as the painting of a Turner or a Constable. There is a finished delicacy in almost every English scene that contrasts strangely with the larger and rougher aspects of Scottish and even American scenery, and the pupil is not ready for this until late in his course.

It is in Wordsworth, too, that the pupil is given his first clear insight into the belief that all nature is but an emanation of God, a belief closely akin to the older Greek pantheism. Perhaps his study and contact with the Greek myths have already suggested this possibility to him. In Wordsworth it has become a religion again. The world is a new world to the boy or girl who has caught something of Wordsworth's insight into nature's ways, and responsive feeling for her moods. In fact, it is possible to catalogue five or six almost totally different lines of study in Wordsworth, any one of which, if followed out with a class, would richly repay the time and effort.

Taking American poetry as a field in itself, there is no surer guide to a thorough appreciation of its essential individuality than through the careful and painstaking analysis of nature and her great influence on the American mind, as illustrated in the poetic expression of the nation.

Turning now to the second of the underlying currents of thought in our English literature, the social life of man. Let us begin with Burns' "The Cotter's Saturday Night." Here we have the family life pictured as in no other poem, and the family life is generally recognized as the first or elemental unit in all social organization. The value of the home and fireside as a subject for poetic expression was not original with Robert Burns. Catullus and other classic poets saw its beauty and celebrated its attractiveness. But in the Cotter's Saturday Night we not only have all of the brightness of the "wee bit ingle" and the glowing faces of the lads and lassies, gladdened by their weekly visit home, we have the richness



of their life in the humble cot, contrasted with the bleakness, barrenness, we might say, of all without. A life of labor with few opportunities for betterment were all they had to look forward to. Yet they face the prospect bravely, strengthened and inspired by the love and loyalty expressed in this poem, mingled here and there with a note of sadness and longing for the scene that could never occur again, will appeal to the heart of every pupil. These are feelings that they know and can understand at their age better than any other's feelings. This is getting at the soul of the poem. Nor should we fail to mention in connection with this poem, that next to family love comes love of country. At no time during his few years did Burns find life free from the discouraging conditions of his time. Yet his patriotism never wavers. Near the end of the poem he bursts forth in a song of praise and thanksgiving for Scotland and her glorious achievements.

From family love and patriotism the transition to romantic love and friendship is easy and natural. Shakespeare has known and discussed both as no other writer in ancient or modern times has been able to do. Take his Merchant of Venice for example. In this piece of literature we do not find *studied* description of life; nor can the drama be called an essay on manners and morals. Let us rather call it *life itself*. The characters, their dress, their speech, their bearing, their very facial expression become familiar to us. Friendship which had appealed to the greatest minds of classic times as fit subjects for literary expression, is here impressed upon the mind in the living drama. The loyal and devoted relationship existing between Bassanio and Antonio, the close and refined intimacy of Portia and Nerissa, and the genial companionship of Gratiano and his circle, are all taken from England's most stirring and adventurous age.

Is there in all literature a saner and more ideal romance than that between Portia and Bassanio? It is easy to imagine how he, a man of honor and self-respect, would refrain from becoming a suitor for the hand of her "from whom he had received fair speechless messages" during the life-time of a stern father, because, forsooth, his lack of fortune would probably have brought a refusal! But the father dead, all is changed! He will take his chance with the rest or lose her altogether. In Portia we have that remarkable type of female character produced by the renaissance, a type actually existing in Elizabethan England. Shylock is merely a contrast—an antithesis for Antonio. His undoing is brought about to emphasize Portia's wit, cleverness and learning rather than to belittle a race or a religion.

There is still another type of literature that deals with man and his social relations—the novel. Not many novels

are suitable for daily class-room discussion, although for outside reading they have no equals in the field of literature. But there are a few exceptions to this rule, and one of them is George Eliot's "Silas Marner." This wonderful little story will prove a veritable gold mine to the earnest and thoughtful teacher. No character in the book will be so charming as the quaint and gentle Silas Marner; the sympathies of the pupils will not be called forth as in the "Vicar of Wakefield;" but here, perhaps, will be the first opportunity in our course to show to our pupils the true meaning of life, and particularly to make clear to them the fact that no man can be happy and separate his life from the lives of the community in which he lives. It is usual, I know, to dwell on the change that followed Silas' loss of his money. Even more important than that, I think, is the change in the attitude of the village people toward Silas when they saw him assuming his man's place in the world by his care of the homeless little child. Those who watch us day by day are more often right than wrong in their estimate of our true characters.

In respect to the third and last of the underlying basis of English literature, the fanciful or musing life of man, it will be impossible to do more than touch upon a limited number of illustrations. There is much of mankind that the boy and girl can only learn from themselves. Behind every one's external life, which he leads in company, there is another which he leads alone, and which he carries with him apart. This he rarely exhibits consciously to others, and permits it to become prominent in secrecy and solitude. If there be combined with this capacity for musing, the ability to observe mankind and express one's thoughts in prose or poetry, we have what many consider the highest type of literature.

With the High School pupil it is well to emphasize this characteristic of poetry in the study of "The Ancient Mariner." The more unreal and imaginative a story is, the more will it appeal to the mind of a child. The closer the poems approach the grotesque and fanciful, the stronger will be the impression they make. In this remarkable composition of Coleridge's, all of these qualities are present. The teacher should not hesitate to lay stress on them and arouse the imagination of the class to the highest pitch. Back of it all lies an allegory which if once grasped will never be forgotten. This poem stands by itself. No other will serve as a substitute for it, in introducing the mind of the pupil to this order of literature.

But the boy or girl is soon ready for an allegorical poem of a high type. The "Idylls of the King" were not introduced into our course until the whole had been carefully tried out in our schools. Of late they have been transferred from the

fourth to the third year and fit the conditions exactly. There is but one way to arouse the highest degree of interest in these poems, and that is by emphasizing the mysterious—one might use the word magical almost—which underlies the allegory. Tennyson himself calls the whole "the image of the mighty world." It is true that he follows the facts and statements of Malory closely, but to dwell much on these sources in the class-room will mean questioning and resulting contempt in the minds of a large part of the class, for our Western boys and girls need little encouragement in this kind of criticism. So that to obtain the deepest insight into the meaning and teaching of the poem, it will be necessary to examine every detail of the allegory. The author lived the life of a recluse, but in this great epic he has given us a picture of the world with its many types of men and women as he saw it during the years of his musing and day-dreaming in his island home.

Attention must be called also to the part which the metrical form plays in poems like the "Ancient Mariner" and "The Idylls." Music has its own appeal to the musing mind which I shall not attempt to discuss, but in poems of this class much of the beauty depends on the musical power of the verse. Could Coleridge's ballad have been written in any other form? And in Tennyson to fail to have the poems read with the musical ring that accompanies and transforms the words into unspeakable thoughts is to spoil them completely. There is yet another type of literature that we have to deal with in the High School. I refer to such selections as Arnold's "Scholar Gypsy." The strenuousness of modern life appeals to the present day youth so strongly that he has not much patience with any other ideal. Yet this poem if rightly presented, will cause him to stop and think. Perhaps, after all, there is something more in life than worldly success. Here is a man, at any rate, who sees beauty and attractiveness in the *search* for truth even if it is frequently accompanied by years of wandering and poverty—only to fail in the end.

My object so far in this paper is merely to point out the attitude which I have found helpful in attacking the problem of getting at the essential characteristic of each selection in the course. Much depends on the first lesson. I usually begin by a brief talk connecting the piece in hand with the life of the author, and dwelling for a few minutes on the prevailing thought of the selection. I agree fully with the position taken by several speakers yesterday, that the real study of an author's life should follow and not precede the study of his works. Yet with the boy or girl there is no interest so easy to arouse as a personal interest, and consequently it is necessary to recur again and again to the life of an author in the

study of his works. Having chosen the essential element of the selection as it appeals to me, I purposely shut out for the time all lines of inquiry that do not throw light on the thought that I wish to impress on the minds and hearts of my pupils. Of course, I do not satisfy myself with a single consideration of a selection. By constant reference and comparison we return many times to ground already covered both in the class discussions and as fields for outside reading and investigation.

In closing, let me repeat what was referred to by every speaker yesterday—that unless a teacher sees and feels, unless he is on fire with enthusiasm, unless he himself has gotten at the soul of the selection he may expect poor results with his pupils. *At best*, he can only hope to arouse the dormant and undeveloped love for the beautiful in art and literature which is the heritage of our race and nation.

NOTE:—Some suggestions for this paper were obtained from Mr. Walter Bagehot's "Essay on Shakespeare."

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## **Oral Reading as a Means of Interpretation.**

Rebecca T. Greene, Palo Alto.

**I**T is the purpose of this paper to deal with the question of how to secure intelligent reading. We are told by those who supervise and examine educational work that it is a great gain to secure even this end. Hence it may be inferred that the High School teacher of English should be fairly well satisfied if her classes read intelligently, pleasingly, and, to some extent, feelingly a literary selection. The discussion will proceed from this standpoint. The objection may be raised that the standard is not high. The objection may be met by the statement that the standard is attainable. While the teacher of English should welcome and encourage any manifestation of dramatic power, she should not be disappointed if her class as a whole does not secure this ability. Under suitable conditions, the majority of High School pupils can be brought to interpret through oral reading the thought of the author; the gifted few will express feelings of the author with true insight and delicate appreciation. Between the most deficient in perceptive power and the most gifted will be found all degrees of mental and spiritual endowment.

Let us then go on to consider some of the conditions for securing intelligent reading. In the first place, one might as well expect to secure proficiency in playing the piano without

the opportunity to practice upon that instrument as skill in the vocal interpretation of a literary masterpiece without the opportunity to read. Therefore considerable time must be given in the English class to reading. Here at the outset we are confronted with a difficulty. How can we find the time? We may as well meet the difficulty squarely and say, we cannot find sufficient time with classes as large as those in the average High School. Admitting then that the conditions are not favorable to securing the best results—and in passing we might make note that others of the world's workers labor under unideal conditions—what can we do? There are three ways of learning how a pupil re-acts upon the piece of prose or poetry he may be studying: first, by requiring him to express the author's thought in his own words; second, by employing the analytic method, the question and answer; third, by interpretation through oral reading. Now the third method not only attains the same end as the first and the second, but consumes less time, and has the additional advantage of presenting the thought in a vital and organic way. After a passage or paragraph has been intelligently read by a pupil, a few skillfully put questions, briefly answered, will be sufficient test of the pupil's understanding of the passage or paragraph under consideration. Let us then devote much time to reading—one-half or two-thirds of the class time—if we expect to secure even a degree of proficiency in the art of vocal interpretation.

The next essential condition for good reading is a lively desire on the part of the pupils to read well. The teacher is seriously handicapped whose pupils are indifferent to the matter of good reading or who are ignorant of the relation of reading to understanding and appreciation. In beginning a course in English with a class, the teacher should, at the outset give her pupils a point of view. They should be brought to realize that the ability to read well is a valuable accomplishment, one that gives large returns in proportion to the time and energy expended; that reading is an art that will not only prove serviceable to themselves in helping to increase their power of self expression, but will also furnish a ready means of giving pleasure to others. Let the class understand that while the thought of a writer may be understood by silent reading, yet his way of putting his thought, his style, can be best appreciated when the passage is read aloud. The forceful expression, the witty turn of speech, the graceful epithet, the charming bit of humor make their appeal to us more strongly under the stimulus of a reader's voice, so that we arrive at a higher enjoyment through interpretative reading.

Having considered the proportion of time to be devoted

to oral reading and the need of a lively interest on the part of the pupils, we are now ready to discuss a third essential to good reading in English classes, a sympathetic attitude on the part of the teacher and the class. Do not be over critical. Let there be much praise for successful effort, not fulsome, but discriminating. Nowhere will "a word fitly spoken" be more seasonable than here. Let the adverse criticism be directed to remedying special faults, not turned to the purpose of general condemnation. Learn to listen with outward calmness in spite of inward torture to a botchily read passage; and then if you can find a single good point to commend, mention that point first. It will show your kindly attitude. It is a matter for wonder that a teacher may make really severe criticism upon a pupil's work, and that criticism be taken in good part and become a source of profit, if the pupil is assured of the teacher's sincere desire to be helpful; while a criticism much milder in itself, but harshly spoken, will merely act as an irritant.

Not only must the teacher be alert to see and appreciate a successful piece of work, but she must bring her class to the same state of mind. The pupils themselves should do their part toward creating a sympathetic environment by being quick to recognize merit in their classmates and by paying their tribute of generous admiration to real worth. On the other hand they should listen to the poorest reader in the class without restlessness or outward sign of annoyance. No one, young or old, can expand and give out the best that is in him, in an atmosphere of harshness or coldness or mere indifference. Reading is merely an exercise of the vocal organs, unless the spiritual being responds to the thought and emotion of the author. Such response is impossible if the pupil is self-conscious, embarrassed, or unduly sensitive to his defects. If, on the other hand, a sympathetic and kindly attitude can be maintained by the teacher and the class, so that the pupil called on to read feels at ease and willingly avails himself of the opportunity in the expectation of receiving helpful and illuminating criticism, we shall have taken another step toward our goal of interpretative reading.

We have now considered three essential conditions for interpretation through oral reading: sufficient opportunity, interest on the part of the pupil, a friendly environment. The pupil cannot learn to read without reading; he cannot interest his hearers without interest on his own part; he cannot do his best under chilling influences. In all this effort at securing interpretation through oral reading, the teacher should herself be a leader. Usually the first few readings from an author should be given by the teacher. It would be well for her to begin the reading of each daily assignment unless the interest

of the class has reached a high pitch. In this case she may plunge *in medias res* and call upon some member of the class to open the lesson, upon one of the best readers. The teacher should not make the mistake of feeling that the poor readers must be given the lion's share of attention. Let the class standard be set by the teacher and the best readers. After the poor reader has been given his opportunity, let him rest a day or two and listen to good reading. If the teacher's conscience becomes too troublesome, let her give some time out of class hours to the delinquent ones. Fifteen minutes thus spent outside the required time often brings in large returns in the way of conserving serenity in the class hour.

The reading should not be allowed to drag. Certain portions of a work may be outlined, summarized, or discussed without vocal interpretation. In the time devoted to reading, keep interest in the foreground. Dullness is fatal to good reading. A skillful teacher keeps her finger upon the pulse of a class and is ready to prescribe a change of diet, or a new remedy as the need arises.

Upon a still higher plane than intelligent reading stands illuminative reading, which depends upon the spiritual insight of the reader. The teacher can offer opportunities, can make suggestions, can lead the way. She is a better leader if she have some depth and richness of experience, some background upon which to focus the thought and emotion of the author. She will then be able in larger measure to reveal the author to the pupil, the pupil to himself. But the teacher is not responsible for the pupil's endowment. She can develop power, not create it. This, in fact, is the very purpose of literary study, to develop the intellectual and emotional powers, and to stimulate spiritual growth. Hence we have a force constantly at work to create the very condition out of which interpretative reading arises. Without this means for constant growth our efforts to secure interpretation through oral reading would be barren and futile. If this means for daily growth is provided, the intelligent reading at which we aimed, may rise to the higher planes of appreciative and illuminative reading.

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## **The Theory and Practice of the Assignment.**

Ethel R. Farnham, Colusa.

I ONCE read a story of a very little girl who was fond of writing original compositions, and who approached a grown up friend with a puzzled brow and a serious problem. "What do you do about the commas?" she inquired gravely.

"Do you just count one, two, three, and then put one?" Perhaps we have all had days when our English assignments have been made on a similar plan,—a hasty count of one, two, three stanzas or pages or chapters, and,—“You may continue to-morrow to page 243,—class excused.”

Even behind such a curt and barren assignment as this lies more thought and care than appears to the pupil, who sees before him only another day's task, measured off on some mysterious yard-stick of the mind by a superior being called a teacher. How should he know that during vacation days while his books were enjoying their well-earned rest from dog's-ear and caricature, his teacher has been planning, in her note-book or brain, for his future welfare? She has questioned her past experience and her prophetic soul to select for him the literature best fitted for his age and surroundings, and to arrange it in the order best suited to his growing and steady mind.

Thus equipped with a somewhat flexible course of study, and a general idea of what she would like to accomplish in the four years' course, the teacher, at the beginning of the term, faces her first classes. To each she is about to present a literary unit, or group of units, which has in her mind a definite value to the pupil, as well in itself as in its relation to the remainder of his course. The question is, how to make sure of his receiving this value in full. One possible road to this is an introductory lecture or talk by the teacher, in which may be outlined the probable interest and profit of the work, and the method by which it is to be approached.

I take it, however, that the most troublesome and most neglected part of my subject is the daily assignment. In some fashion or other each class must receive its daily quota of work,—an amount suited to its time, strength and capacity. How to determine this amount, and how to convey it to the pupil are our problems.

Pedagogy and common sense (which are frequently identical) prescribe as the first step in instruction an attempt to call to the surface ideas already in the learner's possession. While we all agree to this, we are often prone to suppose that the High School pupil commonly does this for himself; and we are surprised and resentful when he looks at us blankly and declares that he "never had it before!" Yet he is usually sincere; he is waiting with open mouth, like a birdling, to be fed by the instructor; and he takes it for granted that the dead past has buried its dead, and that he is to go on to something new. Even grown-ups are not immune from this attitude, and young folks of the salad age are often disinclined to look backward; they want to go on headlong, pellmell; they hate stock-taking. Just here, then, the teacher may appear to



take it for granted that they know the previous ground, while she is really recalling it. A call for volunteers will often bring out the required facts, and the whole class will reap the profit.

Another exceedingly human trait is curiosity, and it may be introduced into assignments with good effect. It pays to make a mystery of a point or two, even a trivial one, merely to arouse that love of finding out secrets which the clever advertiser plays on in the upside-down paragraph and the puzzle-picture. One may say, for instance, "T here is a grammatical mistake in this passage, which some of you may detect;" or, "This stanza reminds me of something we have had before,—I wonder who will find it?"

This leads us to the problem, "How much of the new lesson shall we explain and present beforehand?" Certainly it is possible to give minute instructions and to smooth out difficulties till all the zest of pursuit vanishes. Very likely Theseus would not have gone far into the Labyrinth had he found at every turn a sign: "This way to the Minotaur." On the other hand, he would not have entered at all without the trusty clue leading from Ariadne's hand to his. And it is just this clue which should serve as model for our preliminary explanations; they are to furnish young Theseus, not with his way *into* the lesson labyrinth, but with the assurance of getting out. The teacher must anticipate those points where he will face a blank wall across his path, till the gentle twitch of the thread she has given him sets him out hopefully once more. Into the maze she cannot follow him; if he becomes too badly entangled she has lost him, perhaps forever; he must have in hand just sufficient help to bring him out glowing with pride at his *own* achievement. The dangerous points will be those where the methods, the books, the subject-matter with which he is familiar fail him, and the gap is too wide for his balky imagination to leap. Here and there a pupil has "energy plus," as Fra Elbertus would say, and would outrun the very teacher in his ambition for conquest: but trust not to the average youth, he would probably do rather less than you expect him to accomplish.

The intellectual difficulties cleared away, the problem remains: "In what feeling ought the student to approach the work?" Shall he be encouraged to fall on the knees of his mind and worship his author as one who can do no wrong? Or to approach him with a cool and critical stare, as one of whose workmanship is on exhibition for the apprentice to inspect, that he may profit by merit and defect? Or shall he assume a middle ground, a respectful and sympathizing appreciation of a masterpiece not infallible, but in most respects far above the common run? Whichever attitude we desire to produce, how shall we bring it about? This girl is preju-

diced; her "folks don't believe in reading novels, because they aren't true;" or they "don't see any sense in spending so much time on those old gods." That boy is lazy and he finds poetry unintelligible; show him a page with a saw-tooth margin, and he shies instantly. This youth is slavish; he believes you implicitly when you tell him Shakespeare is a demigod, and sees in him all the beauties you point out; but if you pass one by, or praise a passage made wearisome by the poet's occasional nod, he thinks not an inch beyond you or against you. Here lies the teacher's desperation and inspiration,—in the attempt to rouse in the mind of the pupil the proper feeling for his author. A magnetic teacher, brimming over with enthusiasm and love for the literature she teaches, can produce in most of her pupils a sympathy with the authors they study; yet even such a teacher finds discouragement in the listlessness or hostility of a few individuals, when she attempts to stir up pleasant anticipations of the piece of work before the class. Yet she is often surprised to find, after the work has progressed a way, that these apparently indifferent people have really found the glow in her eyes and words contagious, and are genuinely enjoying their literature. On the other hand, it is quite possible for an enthusiastic teacher to impose her feeling on an admiring audience which is doing no original thinking or feeling,—to exercise a species of hypnotism which passes away without touching the deeper springs of personality.

As to the amount of work assigned, experience will dictate the normal amount, varying with the particular class and the intensiveness of the work; limited, of course, to whatever can be done in the pupil's daily time, and largely, if not entirely, discussed in class. As to the definiteness with which the study plan should be laid down, several considerations will enter. The first-year class, during their earlier weeks in High School, will probably need every detail of their work pointed out; for no matter how faithful their grammar school training has been, they feel that a great gulf yawns between the old life and the new; they imagine that nothing is to be done in a familiar way, and are helpless before a general command to "study five pages." But give them an idea what special things need attention,—"look up these places on the map,—the atlas is in the front bookcase;" "define all the words you do not understand; use the dictionary on the front desk;" "be ready to tell what kind of man Robin Hood was," and in a little while most of them will be working methodically and skillfully. Gradually these first things may be taken for granted; other problems emphasized; occasional assignments given where the pupil receives little or no suggestion, that he may test his power to apply the methods he has already used. As an instance of the last, this year, after studying several

poems in the English section of the "Poetry of the People," I one day allowed each member of the class to select a new poem from that section, to prepare to read it and to answer any other pupil's questions. After diligent search of atlas and dictionary, each felt confident of his ability to stand the test; but the volley of questions from the rest of the class,—“what does marauder mean?” “Where is Balaklava?” “What does the third line mean?” searched out so many weak points that the next time we tried it, after finishing the Scotch section, the preparation was far better; and still more thoro, when, a few days ago, we chose American poems.

The assignment must for a time be constantly minute; but as the work proceeds along familiar lines, they may become more and more general, with the understanding that where little is said, the preparation is to be similar to that of previous days; but when a new sort of work is to be taken up, careful explanations must again be made, until the student understands fully what is required. In the later years, unless some unusual point of view is to be taken, or some novel method introduced the student will gain increasing power to plan his own preparation; and in the last year an explanation at the outset of any piece of work will often suffice for the whole period it occupies, reducing the daily assignment to an indication of amount.

Until recently, I had never enforced the writing of assignments by the class; but on hearing that others had found it helpful. I introduced it in my first year class. I had, of course, been in the habit of writing general plans in my own note-book, but had planned the daily work as necessity demanded it. I had frequently advised my classes to write down the assignment, but had observed that only the most conscientious (who commonly needed it least) heeded the admonition; while the happy-go-luckies spent many minutes of the study-hour in tormenting themselves, the study-teacher, and their seat-fellows with, “What’s the lesson?” “What did she say to do?” “Do we have to write it?” and so on ad infinitum. Before beginning the new plan, I put the work for several days ahead into a few terse instructions and questions. Next I instructed the class to bring their National Notebooks and pens to the recitation: to write as I dictated, at the top of a blank page; and to follow these instructions when studying the next lesson, putting all written work on the page below the questions. The result has certainly been to encourage accurate study and economy of time; and it is evidently far more satisfactory to the pupils to know what is exactly expected of them. Young memories are not long, nor youthful attentiveness over-strong, and it has often proved impossible for most of a class to remember the teacher’s suggestion for twenty-three hours.

Moreover, human laziness is such that not many will take the trouble to write assignments regularly unless they are required. The only disadvantage I can see is the danger of mechanizing the thought; of concentrating attention only on what is called for, and forbidding the mind those delightful side-excursions which accompany free activity. But this may be counteracted by frequent thought-questions, which will encourage even the least imaginative to give free rein to their plodding Pegasus.

Many of the practical difficulties have already been mentioned; but the greatest of all is the lack of time. Those who rejoice in a full sixty-minute period may give ten or fifteen of it to their preparation without regret; but to prune forty short minutes to thirty by explanation leaves far less time than one desires for development. It is worth the while, however, to devote all the time necessary to preparation when it saves time and effort in the long run, and trains the student in scholarly method.

Another difficulty in assignment arises from the differing capacities of children who come from different schools and come to a common High School, and whose rates of acquirement vary considerably. Judged by the quickest pupil, or the one most familiar with the methods employed, the assignment might be long and full; judged by the slowest in perception and accomplishment, a very little may be too much. Hence the assignment must often include two sorts of tasks; one definite, comparatively brief, possible for all, required of all; the other broader, leading out to fields of thought which may occupy the strongest minds for an unlimited time.

So far, it has been impossible to illustrate each point by itself, for every day's work contains many interwoven possibilities. Allow me, therefore, to reproduce some assignments illustrative of the problems we have to meet.

As my work is at present with the first and fourth years, my examples must be drawn from that field.

The class entering the school this year spent some days in getting acquainted with Narration as an art, and incidentally, with High School methods of study. The basis for this was a series of short stories read to the class, among them the "Tar Baby," Franklin's account of his arrival in Philadelphia, and some review of "Evangeline" and "The Lady of the Lake," studied in the grammar school. The following questions, given for study, formed the basis for the first recitation in the second week.

"Name kinds of material that may be used in stories."  
(This proved to be too vague a question, and confused the class, but different members suggested "romantic" "history," "experience," etc.

"Where do authors go to find material? Where did Harris find the material for 'Uncle Remus?' Franklin for his story? What materials have we at hand? How might we collect them? What materials in 'Evangeline?' 'Snow-bound?' 'Lady of the Lake?'"

This assignment proved to be too much and too deep for the class, which is not very courageous, but they got the main points fairly well. They would have done better if the way had been paved by pointing out the use of materials in familiar literature.

The next day the assignment was: Make a list of the characters in "The Lady of the Lake," "Evangeline," and the "Tar Baby," in order of importance. This gave abundance of work for the study hour, and the discussion as to relative importance of characters ran high, and occupied the recitation. In these two lessons, the reference to grammar school work produced the necessary apperceptions easily. At the beginning of the third week, a lecture on the English ballads was given by the teacher, on which the class took notes to be written up in their note books. Intensive study of the ballads followed. Near the end of the second month, before taking up some of the later sections of "Poetry of the People," the following questions were given out.

What is patriotism? a citizen? are all human beings citizens?

Of what are we citizens? How ought a citizen to feel and act toward his country? How should you expect a citizen of France or England to act? Are wars right? If a war were being waged against our country, how ought we to act? What good qualities are characteristic of Americans? Whence do you suppose they came to us?

These, of course, were intended to direct attention to the national side of the ensuing poems, and to rouse sympathy for patriotism and race-characteristics. Many of the questions brought out more discussion than the time allowed, and had to be left with only a partial solution.

After written assignments were introduced, the student's notes read as follows:

"4-1-2. p. 245. Carmen Bellicosum, Guy Humphrey McMaster.

"Look up meaning of title in Latin Lexicon (in this room, front desk).

"Define the words,

"regimentals,

"continentals,

"grenadiers, (etc)."

These words were selected by the class, when the assignment was given, on the ground of unfamiliarity; were writ-

ten in column on left of page, and in subsequent study followed by written definition. This was done for several days, until the class formed the habit of defining, when written definitions were no longer required.

"p. 256. The Star Spangled Banner. Francis Scott Key. Give circumstances under which composed. If an artist were illustrating this song, he might paint three pictures to fit the first two stanzas. Write a description of the first picture. Tell what changes he would make for the second and third. Write one sentence giving the thought of the third stanza in simple language. Where may we see the motto mentioned in stanza 4?"

That without these definite instructions the class would have been at sea was evident from the fact that most of them set the first picture in the morning, while some had the day dawning, rockets bursting, and twilight settling, all at the same time.

"The Old Man and Jim. James Whitcomb Riley. Find out about the author. Who is supposed to tell this story? How do you know? What do we call this kind of language? When is it effective and appropriate? (References to Rhetorics.) Tell the story in writing, in the person of Jim's father."

This brought out the nature of dialect, and one story was written in a picturesque style patterned after Riley.

After spending some months on the "Poetry of the People," the following assignment was given, with the intention of preparing for the change to the "Iliad" and "Odyssey," with "Classic Myths" as reference book.

"What is the Iliad? By whom said to be written? What is the modern view of its composition? (These questions recalled previous work in History.)

"Examine your copy of the Iliad. Find out about the translator, how much of the original work we have in hand, and what helps for study the book contains.

"Examine your "Classic Myths." How would you find information in it? In these two books, what gives you confidence that the contents are trustworthy?"

The next day's assignment, on the first 21 lines of the "Iliad," instructed the student to make a special study of the attributes of Jupiter, which he was to find for himself in his "Classic Myths;" but on each of the other names references were given by page, to prevent waste of time on trivial details. The student is warned, however, that this help will be withdrawn as soon as he may fairly be expected to help himself.

Composition is the work for Friday in this class, and one day's work ran as follows:

"Study Lockwood and Emerson, section 51. Prepare to hand in sentences 1-14, p. 59. Recall the metre of the old ballads. How many beats in the first line? Second? Third? Fourth? What lines are rimed? Make an outline in preparation for writing a ballad in class. (Here the class chose as a subject, "The Colusa-Auburn Basket-ball Game.")

In senior work, as I have said, the daily assignment, after the nature of the work has been explained, is merely a statement of amount. Thus, when we recently began the *Canterbury Tales*, after studying the Norman period, nearly a whole recitation was devoted by the teacher to Chaucer's pronunciation and language; the text was then taken up, with the understanding that it would be thoroly interpreted. When a special point needs attention, the teacher says, usually at end of recitation, "To-morrow I should like you to notice the difference in Chaucer's attitude toward the Monk and the Friar;" or "Notice what light the Prioress throws on the manners of the day."

Perhaps we might each sum up our ideal for the art of assignment in one of those "symphonies" which we write up on our walls in these days. Mine (which it is needless to say, I preach only to myself, and practice still less frequently) might go like this:

"To join the loaded cars of the train of thought by the coupling-pins of memory and association; to kindle the fire of enthusiasm, that the boiler of interest may generate the steam of self-activity; to clear the track from the blockade of indifference and prejudice; to give the clearest and tersest of running-orders, so that the route may lead swiftly and surely to the terminal of understanding and appreciation,—this is a task which tests to the utmost the educational train-despatcher of youth."

## Short Story Department.

Henry Meade Bland, President.

Clyde Reynolds, Secretary.

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### Luther Burbank.

By Honoria R. P. Tuomey.

**M**R. LUTHER BURBANK, master of plant creation, scientist and philanthropist, has built himself a new residence. It is a roomy, handsome colonial-mission structure, costing unfurnished, about \$3,500.00. The proceeds of the sale of five cactus leaves built it. The leaves were of the new improved spineless cactus, optunia, and were bought by John M. Rutland, the millionaire plant breeder of Melbourne, Australia. They are destined to become the parent stock whence shall spring a new and incalculably valuable vegetation on the Australian deserts where naught but cactus can grow, and which is to-day densely covered with a barbed growth so persistent and fierce as to render the greater part of the Australian continent worthless to man.

This new spineless optunia is excellent forage for cattle, and man can subsist on it if pressed by hunger, the leaves when fried, being good eating. Mr. Burbank has improved the tuna cactus also, and produced a large, lusty plant, innocent of spines and bearing a fine almost seedless fruit.

On the Burbank home grounds at Santa Rosa, are many precious plats growing innumerable kinds of plants, and among them thousands of baby cacti trained out of their ancestors' forbidding ways, and therefore on the way to serve the needs of the desert dwellers. The rapidity of growth and productiveness of the new cactus may be judged from the fact that on a quarter of an acre, set to some forty varieties, was a crop of about six tons, grown in six months. Cactus from every zone and many lands is ranged in neighborly fashion on the Burbank tract, and it is exceedingly interesting to note the successive steps of this hostile and ugly specimen of wild vegetation in its evolution into a friendly and comely ally of the world's progress.

Mr. Burbank is, naturally, being a great genius, ever enthusiastic in his work. But very quietly and inwardly so. He will tell you dispassionately, almost causally, of Califor-



nia poppies turned from gold to crimson, and of larkspur taller than himself, and the new star flower that never fades. But get him to talking about his beloved cactus and he fairly sparkles. For it has been a long and faithful labor of love to turn this barbed desert host into an inviting edible array that shall be the means of extending our civilization into lands where now no man can subsist. Mr. Burbank rejoices that the world shall be thus benefited.

There are four acres in the grounds wherein Mr. Burbank's home stands. Nearly all of this area is set to plants of which there is an immense number and variety. From all quarters of the globe friends and agents send seeds and plants for the study and manipulation of the great plant breeder. Between two and three thousand experiments are being carried on at once involving the care and handling of hundreds of thousands of plants. There are eighteen acres in the Burbank experimental grounds at Sebastapol, seven miles west of Santa Rosa. It is in this larger tract that the greater part of Mr. Burbank's experiments are being carried on. It is the most marvelous bit of horticultural growth the world has ever seen. Here are the famous rows of plum trees, parents of a long list of new and improved plums—the "Burbank," "Wickson," "Gold," "Delaware," "Climax," "Sultan," "Combination," and many others, including the superb "Bartlett" to which the great experimenter has imparted the flavor of the Bartlett pear. Here are long rows of the splendid "Phenomenal" and "Primus" berries, the raspberry, blackberry, the new winter rhubarb, the "Burbank preserving Tomato," and so many others that space would fail to record them. Mention must be made, however, of Mr. Burbank's work with the prune, which after sixteen years' manipulation has resulted in the perfecting of the "Giant" and the "Sugar," two such very excellent prunes that the world shall soon reckon with them in its markets.

The plumcot is an absolutely new creation from a union of plum and apricot natures. There are two varieties of this new fruit, the red and the yellow plumcot, both delicious eating and possessing many other rare qualities. All the plumcot stock is still conserved on the Sebastopol grounds, undergoing final processes of perfecting. Here, too, are the new walnuts, the Paradox and Royal, both tremendous growers. The new Burbank chestnut produces excellent nuts on an eighteen months' slip of a tree. And there are numbers of wonders besides among the Burbank fruits and nuts. In this matter of flowers, there are lilies, roses, callas, cannas, gladioli, crinums, daisies, and so on. Every year Mr. Burbank produces great rows of floral beauty—plants undergoing evolutionary processes. Dahlias, verbenas, marigolds being made

more beautiful and receiving a delightful odor. The passion flower, grown here experimentally to discover whether it will prove as valuable for the production of edible fruit as is the case with it in Australia and South Africa, where it yields a fruit in size from a hen's to a turkey's egg, and custard-like in flavor.

A very large number of other kinds of plants and experiments might also be mentioned. Mr. Burbank works impartially with all sorts of plants from all parts of the world, always with infinite patience and care and the open mind and sure expectation of a genius in perfect touch with his materials. He is a self-informed scientist, having obtained practically all of his marvelous knowledge and skill through long years of study of plants and plant nature. He is benevolent in the highest and broadest sense, contributing as he does, so many and such vastly superior food plants to the world's stock, besides so immeasurably enhancing for us the beauty and variety of the floral kingdom.

Luther Burbank was born March 7, 1849, in the town of Lancaster, Massachusetts. He comes of good New England stock, inheriting strength of character and fineness of intellect from both his parents, but chiefly deriving his special mental gifts from his mother, now a venerable nonegenarian. Mrs. Burbank possesses remarkable powers of intuition and has transmitted them to her now famous son, who, without his rare and extraordinary endowment of prescience and subtle knowledge of things in nature hidden from the most of us, would never have attained his present rank as a master manipulator of plants and a master reader of human nature. Mr. Burbank's educational advantages as a child and youth were limited to the public schools and academy of Lancaster, and at the age of sixteen his father, who wished him to become a mechanic, placed him as an apprentice in a plow manufactory in Worcester. But the noisy, dusty, indoor life of the shop was repugnant to every sense of the young Luther who since his infancy was a lover of flower and tree and the great out-of-doors in general. So despite an offer of greatly increased wages, made because he had invented a valuable aid to making plows faster and better, he quit the factory and entered the market gardening and seed and plant business. As a boy he had experimented in his mother's garden with peas, beans, and a few other food plants and had had some results. Now as a young man regularly engaged in gardening, he made fresh experiments. The potatoes of the time had deteriorated and he determined to try for a new variety. His first effort yielded no less a triumph than the world-famous Burbank Seedling, which has produced its kind to the value of more than \$25,000,000. Mr. Burbank received from a fellow tradesman \$150 for his little stock of Burbank Seedlings,

keeping ten of the tubers for himself. So little was he rewarded for his genius; and even the credit of originating the new potato is not generally given him, as few seem to know that its creation was his work.

In 1875 Mr. Burbank left the unfavorable climate and soil of his forefathers and migrated to the fair land beside the sunset sea—California. With a true and unerring instinct he came to the spot which he still finds best suited to his purposes—Sonoma county.

Here he has dwelt and exploited his wonderful genius and made his name great. It has been a long struggle with meager means, delicate health and, for long, an unheeding or unsympathetic and condemning public. For several years, or, to be exact, from 1883 to 1893, Mr. Burbank maintained a nursery at Sebastopol which became widely known for excellence and reliability. It was, primarily to Mr. Burbank, a "pot-boiler" whereby he might accumulate enough money to enable him to later devote all his time and energies to his real life work of plant creation and improvement. When he closed out his nursery he was netting about \$10,000 annually. Had he continued in the business he would now be a man of large wealth. Instead, he is comparatively poor and has still to carefully economize. Here is an example of deliberate personal sacrifice to the cause of humanity and science that should impress the most cynical. It costs enormously to carry on plant experimenting on the unprecedented Burbank scale and knowingly and nobly did Luther Burbank merge all his private funds in the extremely hazardous business—running the risk of failures unnumbered. There have been very many grand prizes, it is true, and some of these have brought seemingly dazzling sums. But, too, there are the failures, the years of labor, the scores of employes to pay, all the expenses of such a venture to meet.

A couple of years ago the finances of Mr. Burbank fell so low that he had to sell a portion of his home grounds at Santa Rosa and was about to dispose of a part of his very precious Sebastopol holding in order to raise funds sufficient to carry on at least some of his experiments, a grievously large share of which he was about, perforce, to abandon because unable financially to carry them further. Then came the timely offer of the Carnegie Institute of a subvention of \$100,000, to be paid him at the rate of \$10,000 a year for ten years. Mr. Burbank is one of the most reserved and independent-souled of men. No matter how near bankruptcy he became, no friend was told, and no assistance was sought from any source whatever. He felt himself simply a self-isolated individual pursuing from choice a business without certain revenue or future promise and considered that he should rightly be left to his own fate. At length, as his circumstances and his wonderful

work became better known, and he was made to realize that the world was his debtor and appealed to him to do still greater deeds for mankind, he consented to accept the grant of the Carnegie Institute. There are absolutely no restrictions of any kind on this gift,—Mr. Burbank may put the money to any uses he pleases that lie within the compass of his work. Large as the yearly allowance seems, it is not quite sufficient to meet all his expenses. In addition to this provision for Mr. Burbank's assistance, the Carnegie Institute has provided for the taking, by trained experts, of the fullest and most accurate data of all the Burbank experiments, methods and processes, and all else pertaining to the work and achievements of this great first-hand biologist.

There was a time, not so long since, when the neighbors residing near the Burbank grounds, thought the owner thereof a fit subject for the asylum for the feeble-minded. Else why had he closed a mint of a nursery and devoted his land to the raising of ridiculous crops of the queerest sort of things, looking like nothing ever before seen on land or sea, and that later would be hauled into piles and burned.

The criticisms of his excusably ignorant neighbors, however, gave Luther Burbank far less pain than was inflicted on his gentle spirit by the words and actions of certain men possessed of a certain amount of learning, derived chiefly from books, on the subjects of biology, horticulture and similar sciences. Mr. Burbank never had a university training, and he is fortunate in the fact. Better for him who was to know Mother Nature's inmost secrets that he went to her, in all love and reverence, and studied under her direct guidance than that he should have pored over the cut-and-dried theories and mummified classifications of well-meaning but lesser minds lacking his supreme receptivity and prescient; subtle powers of intuition, his other manifold qualities that so perfectly fit him for his high and consecrated work.

But because he had not qualified (?) in some noted seat of learning, he was for a grievous length of time ignored or disdained by some of our leading academic scientists, who looked on him as a sort of freak and on his astonishing creations as of monstrous and illegitimate being and passing existence. All this is changed now—the world of science knows him for its boldest, keenest, most patient and most benevolent investigator into and manipulator of the forces of nature as embodied in plants and plant life. He is overwhelmed with honors, visitors, correspondence and all else that follows as the penalty of being great. But he remains as modest as ever, and only wishes devoutly that he had more free hours and fewer distractions that he might the better prosecute his beloved work.

As to Mr. Burbank's methods, there are three aims to be kept in view, namely, to improve the old varieties of plants;

to blend wild or deteriorated forms with cultivated types; and to create entirely new forms.

Artificial selection is a means employed with all kinds of plants for the preservation and propagation of the best. It has been used since the beginning of time for the producing of the better types of animals and plants. Selection alone has led to the evolution of many a splendid horticultural triumph. But it is necessarily a slow process, since a trial of each selected scion must follow, lasting until full maturity is reached. So, crossing, which is the union of strains within a species, is resorted to. Pollination is the chief method of crossing. From matured stamen is taken the golden life-dust of the plant, and by hand placed on the naked, waiting pistil with which union is desired. The seeds that result are most carefully gathered, and, next season, produce a progeny among which may be a great new success or a multitude of queer abnormal plants not one of which is worth saving. It is in judging of the value or lack of value of these young seedlings that Mr. Burbank displays his extraordinary gift of intuition. He can tell at a glance, which plants, if, indeed, any, the long rows that may contain thousands of seedlings, possess potentialities. All passed upon as worthless are burned. The selected ones are set out and carefully tended. Then they are allowed to come to maturity and if in need of further improvement, the whole series of processes is again gone through with—cross-pollination, seeding, selecting, perhaps, in the case of trees, grafting, maturity, again and again. Many years are consumed in the perfecting of some of the Burbank productions. Not until all possible good qualities have been developed and firmly fixed in the new creation, is it permitted to leave its master's hands.

Hybridization is understood to be the commingling of strains of different species. Its purpose is the same as in crossing—the increasing of the number of variations in a given set of plants. Mutation is the fourth means of causing new plant lives to spring into existence. It is the inclination in a plant to break away from old established habits and grow a new "sport" or individual stock. Many of our best flowers and fruits originated in the mutation of some ancestor that unceremoniously sprang up in form and manifestation totally unlike and foreign to its parent stock.

Luther Burbank, captain of the vegetable kingdom, and seer among men, true of vision and absolutely sincere in all things, assures us that any earnest, intelligent breeder of plants can change, improve and create new forms of plant life with as little difficulty as he, the world's marvel, does. This being so, the age of wonder is indeed upon us. But this eminent blazer of the trail will first have to show us whither we are heading and how to proceed.

## Drawing and Manual Training Teachers' Association.

Walter A. Tenny, Pres.

Charles H. Thorpe, Sec.

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### The Value of Drawing in Practical Life.

By Guido H. Marx\*

THE objection which exists to the teaching of drawing in the public schools—and we all know that there is such an opposition, and a strong one—is based upon a two-fold misconception.

The first of these is a misconception on the part of the old style drawing teachers (now, happily, more rare), of the function of their work—their aim, in so far as they may be said to possess any aim, being to impart a weak and vaguely pleasing parlor accomplishment to those who are so unfortunate as to be under their direction. I refer to the type of fluttering anaemic individual who attaches himself to the tail of the kite of each new fad of artificial and sick aestheticism that soar gaily upward and then, owing to its unbalance, makes a sudden and disastrous swoop earthwards to an end of complete wreckage. We all know him!

The second misconception is that of a large part of the public in believing that drawing is necessarily and of itself a wishy-washy sort of a thing of no practical use and that time spent in its pursuit is a sheer waste. Now, given drawing teachers of the type pictured, the attitude of indifference, contempt or opposition on the part of the public becomes fully justified.

If we wish to convince the public that drawing is a highly useful and valuable acquirement and not a weak and flabby fad, our first step is to have very clear and definite ideas of our own of what we are trying to accomplish, how can we best go about it and why it is worth doing. If we have no doubts on these points we will soon find no difficulty in convincing the public of the worthiness and necessity of drawing instruction in our public schools.

You will notice that I am called upon to discuss this topic from a practical point of view, and this, I take it, means from

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\*Associate Professor of Mechanical Engineering, Leland Stanford Junior University.

a utilitarian point of view. The public asks: "Does it pay?" We are always asking: "Does it pay?" And we are all of us justified in our query, only it becomes a question of standards, of what we believe payment to consist in.

"We advise all men," says Bacon, "to think of the true ends of knowledge, and that they endeavor not after it for curiosity, contention or the sake of despising others, nor yet for reputation or power or any such inferior considerations, but *solely for the occasions and uses of life.*"

This is the case to apply to our subject.

As matters are arranged in this country of ours most adults have to devote the principal part of our time and attention to providing means for existence for ourselves and our children, and the vast majority depend solely upon public school training for educational equipment for the task. The struggle is keen, competition is often cruel and severe, we learn that we must arm ourselves for this battle of life with the toughest and keenest blades, with the guns of greatest penetration and carrying power, that our strength must not be dissipated in bearing useless weight. This is one aspect of the matter, commonplace, trite—not the whole truth, let me hasten to say for fear of being misunderstood. Bare and repellent as it looks to us, let us see first of all—even on this primitive basis—if we cannot justify our claim for a place in the curriculum for drawing properly taught.

Will a knowledge of drawing help us to earn our living or improve our chances for advancement in our occupation?

This broad question I unhesitatingly answer in the affirmative and believe the point can be proved.

Leaving all questions of the higher arts out of consideration, for the time being, there is scarcely a modern occupation or industry in which knowledge and ability in graphical representation is not a valuable asset amounting in many cases to absolute necessity.

For men in all constructive occupations, next to *reading*, *writing*, and *simple arithmetic* comes the need to interpret drawings, sketches, maps, plans, etc. These are your men—carpenters, masons, plumbers, machinists, the list could be indefinitely multiplied, whose school education by pressure of the necessities stops somewhere in the grades or just beyond. As they possess accuracy and skill in interpreting graphical instructions and in turn acquire the power to prepare such for the use and direction of others they win opportunity for advancement to foremanships, superintendencies and other more lucrative positions over their less trained fellows.

That this has struck home is evinced by the rush of grown men, of some public school education, into night school work and correspondence schools with particular desire to obtain in-

struction along the lines of mathematics and the various forms of graphic representation. Think of it a moment. In our country to-day we have hundreds of thousands of earnest men and women trying to make up the deficiencies of a faulty early education—deficiencies due in many cases not to lack of application and ability but directly traceable to faulty curricula and instruction.

Ask these men whether they would have been better off if they had been given in childhood the training they now seek.

Ask these men: "Does it pay?"

Can you question what the answer would be? I am speaking now from personal experience as a fellow workman in the shops and a fellow student in the night school and I *know* the answer you will get from them. I could draw illustrations from every walk in life. Within the past week I asked a thoughtful and successful ironmolder, just because this occupation seemed to me to be one that superficially called for no knowledge of drawing, whether such knowledge was ever of useful or practical value in his work. "Indeed it is," came his answer, "in every large foundry complex work is constantly being carried on which requires the molder for the proper setting of cores, and so on, to refer continually to drawings of the parts to be made. This difficult work naturally goes to those who can 'read' the drawings and they get paid in proportion. Promotions are, of course, made from these men and not from those who can only carry out such work under personal direction of others." This general statement he then proceeded to supplement with corroborative illustrations. I do not wish to take up any more of your time on this point, but would suggest, if you have any doubts on the matter, that you put the question fairly to intelligent artisans of your acquaintance and note their answers.

So far I have had in mind those occupations in which a knowledge of drawing is desirable, altho on the mere surface examination not absolutely necessary. A man can get along in them without it, tho he will always tell you that such knowledge would "come mighty handy sometimes."

But now think for a moment of the vast number of occupations, still *not arts*, directly dependent upon graphical representation, your contractors, builders, architects, draftsmen and designers in endless variety of industries. Why should our public school curriculum neglect the field of suitably preparing these for their life work? Here still, we can measure our return in dollars and cents, if that is what we're after.

Or again, take it from the standpoint of the owners of capital, the employers of men. In every constructive industry, in every manufacturing enterprise, they are continually called upon to deal with the graphical representation of ideas.



Nothing can be more valuable to them than the ability readily to understand such ideas when presented for their consideration by others, or the power to express their own in turn. Consider the economic loss involved in the lack of capacity to exchange such ideas. I have in mind a prominent eastern manufacturer whose industry calls for constant revision of the designs of his commodity. His head is teeming with valuable ideas which he is unable to put on paper. This means the employment of expensive designers and pattern-makers to whom he laboriously attempts to explain his conceptions. Imagine the difficulty of this! By a process of trial and error they gradually work out something approaching what is in his mind. And this process, he has told me, costs him thousands of dollars each year—a sheer waste, and one that might readily have been avoided. Moreover the case is typical. We all know where expensive and wasteful alterations are made in edifices after their completion because the owners were unable to visualize the structure before it stood completed in wood and stone. And this power to visualize is one of the direct results of proper training in drawing, the capacity for sustained exercise of the imaginative faculty being indefinitely increased. This becomes a matter of prime importance in all constructive invention, as it lies at its very root.

So much for the question of utility from the point of view of dollars and cents. But this is not raising our eyes above the waist line of humanity. If we can present no argument above this we may win our case, but it would not be worth fighting for. There is a higher utility than one that looks merely toward bread and butter, however essential and satisfying these may be.

As educators we are not concerned primarily with the production of wealth, but with the production of men and women having capacity for a rich and full existence,—not with the development of industry, but with the development of individuals, adequate and upright—not with external form but with the internal essence.

All education has for its object the development of the individual and the improvement of his environment with the purpose of bringing both most harmoniously together on the highest possible plane.

Let us take a simple and concrete case to illustrate my meaning. In the final analysis, much of our household furniture is really designed by craftsmen whose training comes by practice rather than by directed instruction and whose school work has not gone much, if at all, beyond the grades. Anything that can be done to develop their artistic sense and improve their standards of taste will inevitably re-act in widening circles upon our surroundings and cause the over-preva-

lent crude and hideous to be replaced by the harmonious and beautiful. We buy these things because we have no choice. The stream must be purified at its source. Let us teach drawing in our elementary schools with reference to the needs of the future artizan—his highest needs as well as his bread and butter needs. And, I would like to add, these in no wise differ from the needs of the future doctor, lawyer, merchant, scientist, engineer, milliner, dress-maker or housewife. It can easily be done if we have it in mind. And it is not a low aim.

Truly interpreted we will find ourselves working toward the highest goal possible to us on earth—the beautification and enrichment of life.

Says the writer of the Book of Ecclesiasticus:

"So is the smith sitting by the anvil, and considering the unwrought iron; the vapour of the fire will waste his flesh, and in the heat of the furnace will he wrestle with his work; the voice of the hammer will be ever in his ear, and his eyes are upon the pattern of the vessel; he will *set his heart* upon perfecting his works, and he will be wakeful to adorn them perfectly.

"So is the potter sitting at his work, and turning the wheel about with his feet; who is always anxiously set at his work, and all his handiwork is by number; he will fashion the clay with his arm, and will bend its strength in front of his feet; he will *apply his heart* to finish the glazing, and he will be wakeful to make clean the furnace. All these put their trust in their hands; and each becometh wise in his own work. Without these shall not a city be inhabited, and men shall not sojourn nor walk up and down therein. \* \* \*

\* \* \* They will maintain the fabric of the world; and in the handiwork of their craft is their prayer."

Let me ask you, is it a low aim to see to it that such prayers as these become increasingly intelligent and worthy?

A thousand times, no!

This is a high and serious aim and it behooves us to consider how we may go about it worthily.

It has been ably said that all education proceeds in three steps, observation, deduction and expression. If we examine the subject of drawing in this light we shall see at once that it lends itself more perfectly than almost any other to a logical and systematic training of the individual. Right here we establish an unshakeable pedagogical claim to a place in the school curriculum.

Observation is the contemplation by the individual of his environment; it is the gathering of the raw material; the storing of the mind. Its value lies entirely in its range and in the degree of accuracy with which it is carried out. Can any subject claim an advantage over drawing in this regard?

Study an object of recognized beauty, seriously and with the degree of absorption that is called for by the purpose of making a graphical representation of it and that beauty becomes your possession for all times. Such observation leads to accuracy, clarifies our ideas, and fixes not only the form but all other properties of the object in our mind. Lafcadio Heath, I think it is, tells of a Japanese artist who compelled his students to study a single plant for three weeks in analytical detail before he permitted them to try to express the plant as a whole. This may be extreme, but observation which does not lead to a refined accuracy and a highly developed clearness of perception with its consequent keenness at appreciation is unworthy of the name, and should be unsparingly condemned by the teacher who has the sound growth of his pupils at heart. Here is where the need comes in of prayerfully selecting the models to be studied. The pupils are accumulating now a store from which they shall all unconsciously draw in the future. We in America are unfortunately placed in this regard. From an elevating point of view our surroundings are pitifully bare and ugly—always excepting the manifestation of nature. We have not the accumulated good examples of art, architecture and handicraft as an inheritance such as surround and enrich the inhabitants of older lands. The exuberant art life of France, Italy, Germany, is merely the natural reaction of living in an environment of the accumulated objects of beauty of ages. The models we use (and I distinctly believe in drawing from the object as soon as the simplest technique is acquired) may be few in number but never unworthy. Much of value can be gleaned from a study of simple, geometric forms, casts of simple objects of recognized beauty can be readily obtained, and garden and field furnish an inexhaustible store of models which will repay the most painstaking study.

By this path of studious observation we glide imperceptibly into the second stage of our educational process, that of deduction. Deduction may be defined as the process of bringing all of our store of accumulated knowledge to bear upon the newly observed object or fact, thereby rectifying our elementary impression of it and placing it in its proper relationship to our stock of previous observations, upon which in turn it may then throw useful light. It is the process of fusing our observed facts into our being so that they become part of us and we a part of them, and, as we give them out again they go forth modified by all we know and all we are. In this sense deduction is nothing more nor less than the mingling of our environment with ourselves.

To the infant, the golden harvest moon soaring majestically from the horizon upward into the calm and infinite can-

copy of heaven is quite the same object as the ripe orange he sees on the plate at the table, or the yellow worsted ball hung by a string from the canopy of his perambulator. He reaches out indifferently for all three with apparently the same purpose of touching them, grasping them, and conveying them to his mouth. Having an object in his hand, after applying these tests, he may also, and quite incidentally, look at it a while and even smell of it. The full moon, orange and worsted ball all appear the same to him because he has as yet no store of conception of texture, dimensions, distance, and a score of other matters by which to test and rectify his observation.

The well trained adult on the other hand, no sooner perceives a new object than he casts a thousand lights upon it from the rich store of his experience—absorbs it—fuses it into himself. "And how does drawing increase and train his capacity to do this readily," you may ask. Here is the answer. True representation or reproduction is only possible when a person is thus saturated with his subject. Any work which is not the fruit of such assimilation will lack all individuality and leave us cold and indifferent. Who can draw a Monterey cypress adequately until he has taken the existence of the tree into his very marrow; has translated himself into the tree, his muscles hardening into the tough fiber, his skin into rough and torn bark, his blood vigorous sap and his dominant will an inflexible purpose to live out its sturdy life in despite of scant and rocky soil, salt spray and buffeting, tearing winds?

And lastly we come to expression. What conceivable form of expression is there more adequate than graphic representation? Here we have the universal language—and the sole one.

Here the spirit can give utterance to its highest, best conceptions and aspirations with the certainty of being understood by those who having eyes, do see.

I dare dwell upon this here for I consider that nothing can be more practical than to develop our latent powers to the highest. The art creative impulse is a fundamental one; savage child and most highly civilized adult all feel and yield to it. This is expression; the impress of ourselves upon our environment. There is that within us which demands that we express ourselves in forms of beauty and will not let us rest.

Nor is there anything impractical in the *uplift* that accompanies artistic effort, so long as it is sincere, whatever the object may be upon which the effort expends itself.

I consider that the art creative impulse and its exercise are of the utmost practical value. Nothing has a more practical value than the clean, wholesome joy of worthy accomplishment.

And on its highest plane—which is no less real than its

lowest—the study of drawing, pursued with earnest joy, feeds that inner eye which is not merely the bliss of solitude but also is the very source and supply of all that enriches and ennobles life. On the basis of methods firmly grounded on aims and ideals such as these, applying Lord Bacon's or any other sound test we establish the unimpeachable right of drawing to a fundamental place in the school curriculum; and its teaching becomes a worthy and legitimate profession for red-blooded men and women.

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The  
**41st Annual Session**  
....of the....  
**California Teachers' Association**  
will be held at  
**SANTA CRUZ.**

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At a meeting of the Board of Directors of the California Teachers' Association, held in San Francisco March 30th, it was unanimously decided to hold the meeting of the California Teachers' Association at Santa Cruz during the week beginning December 30, 1907.

M. E. DAILEY,  
Chairman Board of Directors.

## Report of Treasurer

### CALIFORNIA TEACHERS' ASSOCIATION.

March 1, 1906, to April 1, 1907.

#### RECEIPTS.

Cash on hand March 1, 1906 .....	\$2150.13
Membership fees .....	1194.00
Refunds—Berkeley Exhibit, 1906.	
Redlands .....	5.05
Auburn .....	2.55
Pasadena .....	15.80
Interest .....	54.14
Lecture Fund for Conjoint Session:	
Mariposa County .....	100.00
Madera County .....	100.00
Kings County .....	100.00—\$3721.67

#### DISBURSEMENTS.

Services, lectures, etc. ....	\$1094.50
Incidental expenses .....	438.30
Miscellaneous printing .....	376.55
Postage .....	189.61
Telegrams, telephones, expressage .....	30.73
Stationery .....	37.45
Incorporation and filing .....	21.50—\$2188.64
Cash balance, April 1, 1907 .....	\$1533.03

Respectfully submitted,

FRED T. MOORE.

**SUMMER SESSION**  
**OF THE**  
**State Normal School**

**SAN JOSE, CALIFORNIA,**

**June 25th to August 2d, 1907.**

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**Expenses.** A registration fee of one dollar is charged each student. This fee is expended in providing entertainment, intellectual and social, lectures, etc.

Laboratory and Manual Training fees will be charged in those departments. All other tuition is free.

Board and rooms can be had at from \$20.00 to \$25.00 per month. Rooms for light housekeeping can be rented at reasonable rates. Books need not cost more than \$5.00.

**Recitations.** The work each day will begin at 8 a. m. and close at 12:30 p. m.

**Normal School Credits.** Students wishing to obtain credit for work done during the Summer School will be allowed to register for but two subjects and must spend their time upon the two subjects. Those desiring to obtain credits for work done in any subject must be in attendance during the entire session.

**National Educational Association** On account of the meeting of the National Educational Association in Los Angeles, the San Jose Normal Summer School will dismiss from July 3rd to July 15th, 1907.

**Excursions** The following excursions will be given during the week beginning July 8th:

To Mt. Hamilton; cost of round trip, \$2.50. To Stanford University; cost of round trip, 75 cents. To Santa Cruz and Big Trees; cost of round trip, \$1.75. Steamer excursion around San Francisco Bay, \$2.00. These excursions are especially planned for those who do not attend the National Educational Association at Los Angeles.

**Reduced Railroad Rates** Reduced rates have been obtained for those who do not desire to attend the N. E. A., viz. a one and one-third round trip rate. It will be necessary to pay full fare to San Jose and take a receipt for the same. This certificate when signed by the Secretary of the Normal School will entitle the holder to a one-third return trip fare.

For further information, address

M. E. DAILEY,  
President State Normal School, San Jose, California.

**SUMMER SESSION**  
**OF THE**  
**University of California**  
**BERKELEY,**

**June 24th to August 2d, 1907.**

**Courses.** The Summer Session of the University of California for 1907 will begin Monday, June 24th, and close Saturday, August 3rd. No formal examinations are required for entrance, but admission will be granted to applicants who give evidence of good moral character, and are of sufficient maturity and intelligence to profit by the work of the session. Courses will be offered in the following subjects: Philosophy, Education, Law, History, Economics, Music, Greek, Latin, English, German, French, Spanish, Mathematics, Physics, Astronomy, Geography, Chemistry, Botany, Physiology, Zoology, Civil Engineering, Drawing, Entomology, Physical Culture, Nature Study and Library Science.

**Instructors.** Instruction will be given, not only by members of the regular University faculty, but also by a number of well-known men of letters and of science from Eastern Universities and from Europe. Among the latter are: Professor John Adams, of the University of London, Dr. J. E. McGart, of Trinity College, Cambridge, Prof. Simon Newcomb, of the Washington Naval Observatory, Prof. Clifford Moore, of Harvard University, Prof. William McDonald, of Brown University, Prof. William A. Nitze, of Amherst College, Prof. Robert Herrick, of the University of Chicago, and Prof. Henry Suzzallo, of Stanford University.

**Rates.** The reduced rates which the railroads offer in connection with the meeting of the National Educational Association at Los Angeles, may be used for the Summer Session. Special attention is called to the rate of one fare with stop-over privilege at Berkeley in both directions.

The Bulletin of the Summer Session giving the complete announcements of all the courses to be offered will be sent to any address upon application to the Recorder of the Faculties.



To avoid fine, this book should be returned on  
or before the date last stamped below

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